R E P O R T R E S U M E S

ED 016 134 VT 004 312

PLACEMENT SERVICES FOR COLLEGE TEACHERS.

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PUB DATE SEP 65

EDRS PRICE MF-$1.00 HC-$10.00 248P.

DESCRIPTORS- *TEACHER PLACEMENT, PROGRAM EFFECTIVENESS, *EMPLOYMENT SERVICES, *COLLEGE TEACHERS, CHURCHES, UNIVERSITIES, COMMUNITY AGENCIES (PUBLIC), PRIVATE AGENCIES, PROFESSIONAL ASSOCIATIONS, FACULTY RECRUITMENT, JOB APPLICANTS,

THE VARIOUS INTERMEDIARIES THAT ARE OPERATING IN THE ACADEMIC MARKET ARE IDENTIFIED AND THE SERVICES THEY OFFER ARE EXPLAINED. INDIVIDUAL INTERVIEWS WERE HELD WITH DIRECTORS OF 15 PLACEMENT AGENCIES AND INFORMATION WAS SECURED ON AN ADDITIONAL 25 THROUGH CORRESPONDENCE. THE ACADEMIC PLACEMENT SERVICES CONSIST OF--(1) COLLEGE PLACEMENT OFFICERS, (2) GRADUATE SCHOOL DEPARTMENTS, (3) EMPLOYER-ORIENTED PLACEMENT SERVICES, (4) PUBLIC EMPLOYMENT SERVICES, (5) PRIVATE EMPLOYMENT AGENCIES, (6) DISCIPLINARY PROFESSIONAL ASSOCIATIONS, AND (7) OTHER PLACEMENT SERVICES SUCH AS COOPERATIVE TEACHER'S BUREAU AND THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN. THERE IS A GENERAL REALIZATION THAT THE TRADITIONS OF INFORMAL PLACEMENT ARE BECOMING LESS VIABLE. RECRUITMENT MUST BE AGGRESSIVE, JUST AS JOB SEEKING MUST BE EXTENSIVE. THERE ARE MORE THAN 2,500 ARTIFICIAL MARKET INTERMEDIARIES OPERATING IN THE ACADEMIC LABOR MARKET. PLACEMENT SERVICES ACCOUNTED FOR 22 PERCENT OF ALL THE JOBS FOUND IN 1964-65 AND ANOTHER 19 PERCENT SECURED JOBS BY WRITING BLIND LETTERS OF APPLICATION TO POTENTIAL EMPLOYERS. CHANNELS OF COMMUNICATIONS IN THE ACADEMIC LABOR MARKET ARE A LOOSELY KNIT SUPERSTRUCTURE, AND THERE IS UNNECESSARY DUPLICATION OF EFFORT. MANY OF THE PLACEMENT SERVICES ARE TOO SMALL TO BE EFFICIENT. THERE IS A GREAT NEED FOR MORE CONSOLIDATION AND COOPERATION AMONG EXISTING PLACEMENT ORGANIZATIONS. THIS IS A COMPANION VOLUME TO "ACADEMIC LABOR MARKETS" (VT 004 313). (MM)

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ED016134

PLACEMENT SERVICES FOR COLLEGE TEACHERS

BY DAVID G. BROWN

A REPORT TO THE OFFICE OF MANPOWER, AUTOMATION AND TRAINING, U. S. DEPARTMENT OF LABOR

SEPTEMBER, 1965

VT004312

VOL. 1

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PLACEMENT SERVICES

FOR

COLLEGE TEACHERS

by

DAVID G. BROWN

A report to be submitted to the Office of Manpower, Automation, and Training, United States Department of Labor. September 1965.

FOREWORD.....

This volume is the second part of a report to the U. S. Department of Labor, Office of Manpower, Automation and Training. Some of the data cited and indexes used (e.g., the quality rating of institutions) must be accepted without extensive documentation by the reader who has not also consulted the first volume, Academic Labor Markets, where full documentation is given.

In a volume of this nature it is difficult to know how to extend credit where credit is due, for so many have had a hand in it. The major role played by the directors of the placement intermediaries who freely gave days of their time to this venture is acknowledged by the by-lines at the beginnings of the various chapters. But behind the scenes where many others, especially persons in the offices where I spent a day interviewing entire staffs in an attempt to gain a full understanding of the operation. In every instance, these persons gave generously of their time and talents. Also to be acknowledged but to remain nameless are the many individuals in the placement services offices which I did not visit who responded to my mail request by consciously examining and often redrafting the enclosed description of their operations.

For their assistance in identifying the placement organizations to be included in this study and suggestions for questions to be included in the interviews I am grateful to Mr. James Bash, retiring Executive Secretary of the Association for School, College and University Staffing (ASCUS); to Mr. Robert Poppendieck, Mrs. Lanora Lewis, and Mr. Joe Totaro for their willingness to share the knowledge they developed in the preparation of the U.S.O.E.'s Placement Services for Personnel in Higher Education;

to other officials within the Office of Eudcation, especially Mr. James Rogers and Mr. Robert Iffert; to the members of the National Association of Teachers' Agencies who so willingly shared their ideas and their procedures with me at their 1964 convention; and to the many members of ASCUS who reacted to my work at their 1964 convention.

Finally I am indebted to Miss Fran Roth and Miss Carole Petit for their work in editing manuscript and to Mrs. Nancy Markham and Miss Cecile Putnam for general secretarial assistance.

August 31, 1965
Chapel Hill, N. C.

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PART I: INTRODUCTION AND SUMMARY

THE RELUCTANT

MAIDEN MYTH.....CHAPTER 1

Edgar Jones, who is finishing up his Ph.D. degree at Stanford, begins to think about a job for next year. In talking with his thesis director he is urged to attend several professional conventions and is told that his graduate school professors will spread the word about his availability and, in all probability, locate a good job for him. When he asks whether he should write letters to prospective employers and register with a private employment agency, his mentor, who is at first taken back by the very idea, leaves the definite impression that such techniques are inappropriate for a Stanford graduate. He explains that overt job seeking is "unprofessional." Moreover, it is worthless. Only the poorest and most desperate candidates use artificial intermediaries and, therefore, only the IHE's with the poorest job opportunities attempt to locate candidates through them. A very small percentage of all jobs are found by formal methods.

Although Ed is urged to develop a set of credentials at the college placement office, he is warned not to expect the referral of any good jobs from this source. The best jobs are grabbed up before they reach market intermediaries. Ed is told that the best jobs are found through persons and institutions vitally involved in the entire educational process, and that consultation with institutions established solely for the purpose of providing help in placement is to be regarded as a waste of time.

Although this episode is fictional, it illustrates the "reluctant maiden" tradition which is so strongly entrenched within the academic community. Overt job seeking is thought to

be "unprofessional" and self-defeating. Only the poorest candidates must actively seek the assistance of an artificial market intermediary. Professors are usually self-sufficient in seeking their jobs. They do not need the crutch of placement assistance.

This "reluctant maiden tradition" is also the "reluctant maiden myth," a myth difficult to understand in light of the many studies of the academic labor market which show that good jobs are found with the assistance of artificial intermediaries. This myth assigns almost no role to the more than 2,500 artificial market intermediaries currently operating in the academic labor market and leaves the very existence of these intermediaries unexplained. It is a myth, and no more.

THE NEED FOR A STUDY

Fact and myth need to be reconciled. The role of artificial academic placement services needs to be precisely defined. If the "reluctant maiden tradition" is a myth, proof is needed so that future Edgar Jones' are not given poor advice. Thus, it is important to identify the various intermediaries that are servicing the market and to explain in detail the role played by each.

If some academicians are in fact using these intermediaries, and finding them helpful, this information should be shared, for others who are mislead by the myth might well profit from this knowledge. If respectable candidates and employers are consulting placement agencies, this fact should become general knowledge so that such consultations need not generate feelings of guilt and inadequacy.

If, on the other hand, the placement intermediaries are not being used, this too should become general knowledge. The money and effort that is currently being expended to maintain the 2,500 or so intermediaries might well be directed toward more worthwhile ventures. If these intermediaries are serving selected sectors of the market and not others, job-seeking candidates and candidate-seeking employers should know so that they might map their strategies accordingly. Assessment of the current role played by market intermediaries, by sub-markets, is thus one of the major objectives of the study described herein. But it is not the only purpose.

In this volume the intermediaries operating in the academic labor market are identified, and the services they offer are explained. It is hoped that this cataloging of available sources of placement assistance will actually change market behavior and market traditions. It is hoped that wider knowledge of the services available, independent of their respectability or lack of it, will cause more professors and employers to solicit their aid. By increasing information on where to go for assistance, it is hoped that those who feel they would benefit from such assistance will ask for it.

Also, another purpose of this volume is to improve the quality of the services offered by the placement agencies. The quality of placement services differs widely. Even with the same resources and the same problems, intermediaries adopt varied techniques and procedures, some of them better than others. Part of this results from the fact that there is no general guide on how an academic placement office should be structured. From our detailed descriptions of the operations of some of the very best placement operations of each genus, it is hoped that those responsible for placement activity may adopt some effective ideas.

More generally our purpose is to facilitate the flow of information in the vital labor market for academic personnel. Academic manpower is scarce. The cultural and economic welfare of our nation demands that this resource be allocated properly and used wisely. With the continued expansion of higher education and increased specialization will come new problems which will demand new solutions. To be ready to make the proper decisions for the future, a full understanding must be gained of the present market structures and the role that intermediaries are currently playing.

Following the introductory remarks in the first three chapters, this volume consists of a series of detailed descriptions of the operations of different placement intermediaries: their histories, candidate-registrants, vacancy listings, procedures and administration, and their policies. The volume is intended as a compendium of descriptions of the more extensive and more successful artificial intermediaries. It is best viewed as complementary to the comprehensive analysis contained in the first volume of this report, Academic Labor Markets, for in this second volume only a small, atypical sub-sector of the market is discussed. Here there is no attempt at a balanced view of intermediaries in the market. The intermediaries described herein are not a random cross-section. In fact, the major criterion for inclusion is that the described intermediary be one of the more comprehensive and better conveived ones in its category. For example, instead of describing the operations of college placement offices in private as well as public schools, in the Southeast as well as in the Middle West--three of the four college placement offices are large public, Big Ten schools because these are the schools where college teacher placement is more fully developed.

The list of intermediaries invited to participate was developed in consultation with officials of a large number of educational associations and government agencies. In each instance, the officials were asked to identify those intermediaries that they believed to be the most important, the most effective, and the largest. From the agencies so identified, the final list was derived. Although there are many extensive operations that are not included because they would duplicate others that are, the intermediaries that are included are atypically good ones. They represent the best in placement assistance.

Two basic strategies were used to frame descriptions. The longer (over 6 pages) descriptions are the result of day-long interviews which I had with the directors of the agencies. Alerted to the visit and the types of questions that would be asked, up to 10 hours were spent together going over a 19-page questionnaire. Immediately following the interview, I dictated a first draft of the description. This was edited and sent to the interviewed agency head for comments, additions, and revisions which were subsequently worked into a final draft. The effort was truly cooperative. Some of the interviewees took the time to redraft completely the original description into more accurate, comprehensive, and readable form.

The shorter descriptions are not the result of personal interviews. On the basis of informations contained within data collected for Placement Services for Personnel in Higher Education tentative descriptions were framed.[1] These descriptions, many of which were out of date and in need of extensive revision, were then sent to the appropriate agency for comments which were subsequently included in the final draft. The friendly co-operation which I received from the officials in the many associations contacted was absolutely essential.

One section of the convention placement service chapter fits neither of these patterns. The description of the A.S.S.A. Convention Placement Service, written by Ed Gooding, grows out of his own comprehensive study.

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1. U.S.O.E., Placement Services for Personnel in Higher Education ("OE-53013"; Washington: G.P.O., 1961).

A
SUMMARY
VIEW .....CHAPTER 2

A complex network of partially formalized techniques and largely obscure liaisons has evolved to service potential college teachers and their employers. Help is needed in college teacher placement, and virtually every educational association has tried to meet the need. From full-scale efforts involving a corps of full time staff to make shift operations requiring only the incidental attention of some official, the response of different organizations has varied. But all recognize the need and are acting to meet it.

There is a general realization that the traditions of informal placement are becoming less viable in a higher educational system which is as large and as rapidly expanding as that in America. Neither schools nor individuals can afford "the reluctant maiden" approach to the market. For most schools, recruitment must today be aggressive and imaginative, just as job seeking, for most candidates, must be extensive and well-conceived. Searches must extend beyond personal friends and casual acquaintances, for no one individual may be expected to remain informed about opportunities in markets which are as geographically diverse and all-encompassing as modern academic labor markets.

Market intermediaries, or informational liaisons, are necessarily replacing the unstructured, reluctant maiden tradition. The informal market is not extinct; it simply is not adequate. In response to recognized needs, a plethora of self-appointed job brokers has entered the market, some for profit but most with service in mind. The result of these many independent decisions to aid in academic placement is an impressive

network of liaisons, but a network that is largely uncoordinated. The vast number of brokers leaves employers and candidates confused about where to go to meet their particular needs. And it means that the limited number of employers and candidates must be shared among many brokers so that economies of scale are rarely realized. The sheer numbers also reduce the visibility of any given placement organ, so that many of the organizations which are providing excellent and needed placement help are unknown to the very parties who would use them. The network as it now exists needs centralization and coordination.

At this time there are more than 2,500 different "organizations" extending placement assistance to job hunting college teachers and their employers. First, over 200 college placement offices are offering their assistance. Not infrequently there is more than one such office on a single campus--one offering help to engineering professors, another to school of education graduates, and still another to persons directed toward teaching careers in business administration. In addition to the CPO's, well over 200 professional associations are providing placement assistance, though in many instances this assistance is minimal.[1] In addition, active convention placement services number over 50.

Although most of the activity of commercial teacher placement agencies is concentrated in the few largest ones, probably more than 25 such agencies place five or more college teachers annually. Also, the entire network of over 100 public professional placement offices affiliated with U.S.E.S. offer service to college teachers. As many as 50 religious groups maintain a placement organization, most of them quite informal, to aid in the recruitment of faculty for their colleges. Many of the 2,500 or so graduate departments have designed a more or less formal placement service for placing their graduates and alumni. And many special groups such as the Woodrow Wilson Foundation, the Danforth Foundation, the Near East College Association, the Council for Emigres in the Professions, the Association of Emeriti, and veteran groups, to mention only a few, have established placement facilities.

For the individual that desires it, there are many sources of help. The very existence of this number of organizations is strong circumstantial evidence for the importance of formal intermediaries in a market which is reputed to rely almost solely upon informal traditions. The evidence conflicts with the myth.

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[1] For a listing of these associations and an indication of the services they provide, see U.S.O.E., Placement Services for Personnel in Higher Education ("OE-53013"; Washington: G.P.O., 1961) and Gale Research Co., National Directory of Employment Services (1st edition; Detroit, Mich.: Gale Research Co., 1962).

Table 1. Use of Placement Services

TYPE OF SERVICE	FOUND CURRENT JOB THROUGH THIS SERVICE	TRIED TO FIND CURRENT JOB THROUGH THIS SERVICE*
College Placement Office	6%	36%
Graduate School Department	6	32
Church-related Placement Service	1	5
Public Employment Service	***	3
Convention Placement Service****	2	14
Private Employment Agency	3	7
Professional Assn. Service****	3	14
Ad: Candidate Available	***	3
Ad: Job Available	2	9
Blind Letters	19	46
Informal Method	32	40
Did Nothing and Was Recruited	26	26
TOTAL	100%	234%

Source: David G. Brown, Academic Labor Markets. A Report to the Office of Automation, Manpower and Training, U. S. Department of Labor, September, 1965. The report is based upon the response of approximately 7,500 newly appointed faculty members at four-year colleges and universities throughout the United States.

*/The percentages in this column exceed a total of 100 because one person could try to find his job via several methods.

**/This statistic refers to the most popular of informal methods, consultation with professors from the candidate's graduate school.

***/Less than 0.5%.

****/Excluding convention placement service.

THE ROLE OF PLACEMENT SERVICES

That structured or formal placement services have become a major factor in academic labor markets is illustrated by the fact that 22% of all of the jobs found in 1964-65 were located with the substantial help of such an intermediary--a college placement office, graduate school department office, church-related placement serivce, public employment service, private employment agency, disciplinary professional association, or some other special placement intermediary. Another 19% landed their jobs by writing unsolicited or blind letters of application directly to potential employers, without the formality of an introduction. Many who did not actually find jobs via formal methods tried to. Thirty-six percent of the job changers registered with their college placement office, 31% informed the department office at their graduate school, and 46% wrote blind letters.

The tradition of informal placement may still exist, but practices vary so much from this tradition that it is properly labelled a myth. Entrance into informal markets is now provided for a significant minority of the population by formal intermediaries. The reluctant maiden approach is still apparent, in that 26% of the newly hired professors did nothing to get their current jobs, but informal channels are no longer the sole means of communication.

Table 2 which summarizes most of the earlier studies of academic job seeking, shows that the 1964-65 market is not unique. The other studies in the 1950's and 1960's--the Klugh report on psychologists, reports by Marshall and by Anantaraman on economists, my previous analysis of Southeastern social scientists, the Stecklein-Lathrop study of University of Minnesota faculty, and reports by Poorman and by Gleazer on the staffing of junior colleges--all indicate the significance of formal methods. Even prior to the most recent decade, formal methods were frequently used, as the reports of Craig, Haggerty-Works, and Hill show. Comments throughout this chapter refer to the information contained in this table, and in Table 1.

The old idea that formal placement intermediaries are used only by those who cannot find jobs by other means and those who cannot fill their faculty posts through more respectable methods, is now largely a falsehood. It is true that the best institutions, the Harvards and the Berkeleys, virtually never seek the help of formal intermediaries in filling their faculty posts. Likewise, the candidates who tend to locate at these institutions are rarely registered with private employment agencies or public employment offices. Frequently brought into contact with one another at professional meetings and conferences, the faculties at these schools have ample opportunity for informal contact and find little need for further help, with the possible exception of the need for a credentials file. But below these very top 25 schools, among IHE's where communications are less easy and less frequent, a need exists for a formal market. This need is being expressed by the listing of very good jobs with the formal agencies and the registration of very good candidates. Of course, the poor candidates and poor jobs are listed with the formal agencies, and, as is pointed out in the next chapter, these same candidates and jobs appear to be a very large portion of all listings, but more and more frequently the better candidates and better jobs are also being channelled through the more formal market intermediaries. The general rule that "you'll never find what you're looking for at a commercial employment agencies and through a college placement office" has become erroneous.

No matter how supply is viewed, the formal agencies have some very high quality supply. For example, almost half of the registrants of commercial employment agencies have earned their Ph.D.'s. Some of the registrants have impressive records of publication. At the college placement offices many of the top emerging graduate students are often registered; virtually all the graduate students are "registered" with the graduate department offices. As is evident from the analyses of convention placement services in this volume, these markets serve more than the dregs of the market and more than the emerging graduate students.

On the demand side, many top schools use various types of agencies. Although the schools often shy away from answering "candidates available" advertisements and placing notices of "jobs available," they do register their needs with college placement offices and private placement agencies. One of the private employment agencies reports, for example, vacancies at schools such as Michigan State, University of North Carolina, University of Chicago, Syracuse, and UCLA are listed with them. Even by the more prestigious schools, the unintroduced letters of inquiry are apparently read. By both sides of the market, and by virtually all quality levels, the formal market is used--though tradition tends to reduce the amount of discussion about its use.

Because of unique advantages for serving certain portions of the college teacher laborforce, various types of agencies

Table 2. Summary of Twelve Studies of Methods

METHOD	ALL COLLEGE TEACHERS (1964-65)	BROWN: SOUTH-EASTERN SOCIAL SCIENTISTS (1962-63)	MARSHALL: ECONOMISTS (1960-64)	KLUGH: PSY-CHOLO-GISTS (1958-63)[7]	STECK-LEIN & LATHROP U. OF MINN. FACULTY (1956-57)
INFORMAL:					
Undergraduate Prof.	3%				
Graduate Prof.	12	11%	3%[3]	[8]	
Professional Acquaintance	18	46[1]	26[4]	37%[8]	25%[10]
Publisher's Representative	*		1		
Did Nothing & Was Recruited	26		8		33
TOTAL	59%	57%	38%	37%	58%
FORMAL:					
Graduate Department Office	6%	23%	20%		
College Placement Office	6	4	3	13%	
Convention Placement Service	2	[1]	26[5]	16%	
U.S. Employment Service	*		4		
Advertised in a Journal	*			3[9]	
Answered a Journal Ad.	2	2	1[6]	12[9]	
Church Related Bureau	1				
Commercial Teachers' Agency	3	1	*	3	
Blind Letters	19	7	9	15	22%[11]
Professional Assn.	2				10
TOTAL	41%	43%[2]	62%	62%	42%[12]

of Finding Jobs in the Academic Labor Market

ANANTARMAN: "WELL ESTABLISHED ECONOMISTS (1960)	BOSLEY: ALL COLLEGE TEACHERS (1946)	HAGGERTY AND WORKS NORTH CENTRAL ASSN. COLLEGES (1936-37) 21/	CRAIG: 89 INSTITUTIONS (1927-28) 24/	HILL: 7 NEW ENGLAND COLLEGES (1926-27) 27/	POORMAN: CALIFORNIA JUNIOR COLLEGES (1962-63) 29/	GLEAZER JUNIOR COLLEGES (1961) 29/
				13%		
	23% 17/			15	12%	
29% 4/		21%	22%	31	25	
15 13/				11		
44%	23%	21%	22%	32%	37%	40% 28/
29% 14/	2% 18/	62%	49% 25/	8%		
	28		11	4	21%	29%
				6		
						0
			3 26/	1		
		2		1		
	18	13 22/	5			10
13 15/	23 19/		10 19/	11	38	12
	6 20/	1 23/			4	9
56% 16/	77%	79%	78%	31%	63%	60%

Footnotes:

*/ Less than 0.5%

1. Convention Placement Service is included in "Professional Acquaintance" category.
2. "Other" methods account for 6%.
3. Category was given as "Other Professors."
4. Category was given as "Friends."
5. This includes two categories listed as "Informal Contacts at Annual Meetings" and "Regional Meetings."
6. Advertisements were only in the American Economic Review.
7. The Klugh article reported only the methods used to search for jobs. For purposes of this summary, it is assumed that the methods by which the job was actually found are distributed in the same proportion that the various methods were used.
8. This category was given as "Friends or Major Professor."
9. Advertisements in the APA Journal only.
10. This classification was given as "known or met Minnesota faculty who indicated opening."
11. This category was given as "Appointee Initiated Contact."
12. "Other" methods account for 10%.
13. Category was given as "Outside Offers."
14. Category was given as "Deans and Chairmen of Departments."
15. Category was "Direct Contacts."
16. Due to the nature of the report, the 14% unaccounted for is assumed to be formal methods.
17. This category was given as "Recommendations of graduate faculty at higher institutions."
18. This category was given as "Recommendations of our own faculty member.
19. Category was listed as "Direct Applications."
20. Category was listed as "Scientific Societies."
21. The data were given as "Percentages of Institutions Indicating Various Sources of Prospective Staff Members as Most Useful." Also see footnote 29.
22. This includes "Teachers' Agency" and "Similar Institutions."
23. Category was given as "Office of AAUP."
24. Sample included only AAUP members. Also see footnote 29.
25. This includes the categories listed in footnotes 17 & 18.
26. Category was given as "Lists from graduate schools."
27. Sample included responses from faculty of Amherst, Brown, Dartmouth, Harvard, Wesleyan, Williams, and Yale. Also see footnote 29.
28. Since his survey referred only to "formal methods," it is assumed that the 40% not accounted for were informal.
29. Employees were surveyed rather than candidates.

Sources:

1. Survey reported in Volume 1, Academic Labor Markets.
2. David G. Brown, The Market for College Teachers (Chapel Hill, N. C.: University of North Carolina Press, 1965), pp. 91 and 102.
3. Howard D. Marshall, The Mobility of College Faculties (New York: Pageant Press, Inc., 1964), p. 85.
4. H. E. Klugh, "Approaches to the Academic Market," American Psychologist, vol. 19, no. 8 (August 1964), p. 672.
5. John E. Stecklein and Robert L. Lathrop, Faculty Attraction and Retention: Factors Affecting Faculty Mobility at the University of Minnesota (Minneapolis: Bureau of Institutional Research, University of Minnesota, 1960), pp. 13-14.
6. Venkatraman Anantaraman, Mobility of Professional Economists in the United States (Madison: Industrial Relations Research Center, University of Wisconsin, 1961), p. 15.
7. Howard E. Bosley, The Administration of Faculty Personnel in State Teachers Colleges (New York: The American Association of Teachers Colleges, 1946), p. 3.
8. William J. Haggerty and George A. Works, "Faculties of Colleges and Universities Accredited by the North Central Association of Colleges and Secondary Schools During 1936-37," North Central Association Quarterly, vol. 13 (July 1938), p. 354.
9. Hardin Craig, "Methods of Appointment and Promotion in American Colleges and Universities," AAUP Bulletin, vol. 15 (March 1929), pp. 178-179.
10. A.C.C. Hill, Jr., "The Appointment of College Teachers," Bulletin of the Association of American Colleges, vol. 14 (February 1928), pp. 523-524.
11. Robert Lewis Poorman, An Investigation of Selected Staffing Practices Used in Employing Junior College Instructors (Los Angeles: Dissertation at the University of California, 1964), pp. 83-84.
12. Edmund J. Gleazer, Jr., American Association of Junior Colleges.

have developed specialties. Some service the novice sector of supply, others a particular discipline, and still others meet the special needs of professors retired from their home institutions or women constrained in their geographic mobility by their husband's location. A summary of the operations of the various types of formal intermediaries is offered below.

THE UNINITIATED

One of the final responsibilities that a graduate school faculty member has toward his student-protege is finding him a job. Although there is still a great deal of informal manuevering through personal acquaintances, as the size of graduate school classes increases and the number of schools of possible placement grows, economies of scale can be realized by consolidating the efforts of individual faculty members in a departmental effort.

Increasingly, departmental coordinators of placement are being appointed, especially by the larger departments. One member of the department faculty is given the special responsibility of counseling emerging students (and alumni) about market conditions and of consolidating and distributing information on positions available. This same coordinator often acts as a public relations expert, advertising both the extent and the quality of the services that may be hired from the department's output. He alerts colleagues to special opportunities appropriate for their proteges and later prods them to write letters of recommendations. Usually the coordinator manages a bulletin board on which all of the notices of job vacancies sent to the department by employers are posted. Often these vacancies are periodically consolidated on a mimeographed list, both for the convenience of candidates who have access to the bulletin board and for original viewing by departmental alumni who indicate their desire for help in finding a new job.

Some coordinators pursue a more active role in advertising their candidates. Recognizing that there are many graduate schools and that many prospective employers rely upon already established contacts for leads of candidates available, the English Department at the University of North Carolina, for example, semi-annually prepares a list of all available candidates, each identified by a brief biographical sketch, and distributes the list to over 500 prospective employers. Employers interested in particular candidates are instructed to get in touch with the candidates directly. Other coordinators prepare similar lists of biographical sketches but for various reasons explained in the next chapter do not distribute them to prospective employers. Instead they distribute the sketches among departmental faculty who are, in turn, expected to extend the publicity by word of mouth.

Since most departmental coordinators assume placement responsibilities in addition to their normal loads of teaching

and research, their efforts are necessarily constrained by limited time. Another constraint is financial, for few IHE's acknowledge the expense of placement when framing departmental budgets. Because of these limitations, many departments are fusing their efforts with university-wide college teacher placement offices. The placement office is delegated the responsibility for aiding the candidates in developing credentials, including letters of recommendation, and for mailing sets of credentials to prospective employers who desire them. The resources of the department are then freed for counseling and matching.

The plentitude of vacancy notices received by the combined placement services of the department and the placement office often require that the placement office also offer some assistance in the actual process of matching and counseling. Although some departments view the increasing role of placement offices as an infringement upon traditional departmental perogatives and relations between the two units within a single university are not always harmonious, a closely coordinated tandem effort seems to be in the best interests of both the candidates and the universities. For prospective employers who do not have a personal acquaintance within the department and for IHE's with a large number of vacancies to fill in different fields, the convenient option of writing to a university-wide placement office with the assurance that their stated needs will be channelled to the proper authorities in the "informal market" is welcome. In universities where the cooperative effort functions most smoothly, a prospective employer may choose to contact either the department office or the placement office, and his need will be processed by the unit that offers the greatest probability of success. The more prestigious employers and better candidates tend to work with the departmental coordinator, whereas the less established IHE's and less qualified candidates often work with the placement office. In the universities where the placement offices are most developed, many candidates choose to work with both intermediaries.

The operations of placement offices vary widely. A universal function is to collect credentials. Typically the candidate is asked to complete a standard registration form which asks for information such as educational attainments, work experience, subject area specialty, and publications. The candidate is also asked to identify persons who are best able to evaluate him in terms of his career goals and to see to it that these persons submit confidential recommendations directly to the placement office.

When these forms are complete, the on-campus candidate often has a conference with a member of the placement office staff who specializes in his discipline (and several others). Discussed are matters relating to the general state of the market as well as specific job options and the general procedures of the office. The candidate is advised of the various

methods by which jobs are found and told that he may be contacted if a job appropriate to his qualifications becomes known.

Notices of job vacancies flow into the placement office without solicitation. That the placement office at the University of Michigan knew of about 7,500 jobs starting in the 1964-65 academic year (which represents almost 60% of the jobs filled by emerging students) implies an exposure to a broad sector of the market. The real problem is classifying these jobs in a way that allows the placement office to alert registrants to the opportunities among the almost too numerous known vacancies that would interest them most. The more elaborate services have adopted mechanized retrieval systems that allow certain types of vacancies to be identified rapidly. For example, the University of Illinois identifies each vacancy on a computer punch card according to discipline, degree required, location, and other factors. The University of Pennsylvania uses a typewriter-like Electro-file system. And many schools have adopted Kardex filing systems and McBee Keysort cards.

As a rule, placement offices do more than simply list the jobs available. In most offices a general list of all job vacancies is not available to candidates. The offices try to limit the jobs they refer to candidates to only those that are likely to interest them and, at the same time, they attempt to shield prospective employers from unnecessary applications from obviously underqualified candidates. Thus, the offices share their knowledge of vacancies selectively. The only instance where job vacancies are publicized among all candidates, regardless of qualifications, is when there seems to be little prospect of finding an interested and qualified applicant by the usual means--specifically, with the most marginal and the least attractive jobs.

The selection process, even when computers are used, requires judgmental decisions of placement counselors experienced in the discipline. Once selected, the candidates are notified of the vacancy and asked to indicate if they are interested. If so, the placement office sends a copy of the candidate's credentials to the prospective employer. It is expected that further negotiations will be between the two parties most directly involved.

Together, the departmental office and the college placement office are the two major contact media for emerging students. It would be wrong, however, either to imply that these are the only media through which students may be contacted or to suggest that non-students may not also be contacted through these media. Statistics gathered in my survey of the 1964-65 academic labor market indicate that roughly 2,600 emerging students found their current jobs through college placement offices or the department office at their graduate school, but that another 1,300 emerging students work through another type of "formal" liaison to find their jobs. Of all those who find jobs with the help of their graduate schools, 56% are emerging students and 44% returning alumni.

Although experienced professors find jobs through graduate schools, other placement intermediaries are proportionally more helpful.

AN AGE OF SPECIALIZATION

After a man leaves school, his contacts and attachments fade. When seeking new employment, he is decreasingly likely to consult with his graduate department office or to activate his registration with his placement office as the years pass. In place of loyalty to his alma mater, he develops new allegiances to his academic discipline and to his employing institution. Since his employing institution is what he wishes to leave, this allegiance serves little helpful function in finding a new job. But the discipline ties can be meaningful.

As is more fully documented in the first volume of this report, the academic labor market is balkanized into many markets, at least one market for each disciplinary specialty. In this age of specialization when the Aristotelian man is extinct, disciplinary professional associations provide a rallying point for persons of similar interests. In the journals of the professional associations and at their conventions, men whose specialized interests isolate them from all but a few professors on their home campuses find a media for sharing their academic interests with others located throughout the nation. These same media are ideal for communicating information about candidates and positions available in each of the specialized disciplines.

Recognizing this potential, many of the professional associations have developed various means for formalizing the flow of job information. Most association journals accept classified advertisements about jobs available and jobs sought which may be run anonymously if the party placing the ad prefers. In these advertisements skeleton characteristics of the job (candidate) are presented, and the candidate (employer) is invited to get in touch with the advertiser if interested. Allowing such advertisements involves virtually no extra time and is often adopted as only a partially adequate solution to the many requests for placement help received in the offices of professional associations. One of the difficulties with ads is that they lack respectability in the academic community and are generally regarded as worthless. As a result, the placers of ads are mainly those who are most desperate, the least attractive candidates and employers. The belief that ads are not effective means of meeting placement needs assures that they are not.

A few professional associations, especially those who have a large portion of their membership employed outside academia, maintain extensive, year-round placement services for

their membership. The American Chemical Society, for example, maintains looseleaf notebooks containing the biographical sketches of candidates available for employment. Prospective employers may gain access to these books by making a visit to any one of the three association offices. Another type of service provided is illustrated by the American Nurses Association. This professional association maintains a full placement operation very similar to that of the college placement offices. At the request of an employer, or a candidate, the Nurses' placement staff will attempt to locate the best available candidate (job).

Convention Placement Services are the most widely used and best accepted assistance given by professional associations. Taking advantage of the fact that those who regularly attend professional conventions include both the employers (i.e., department chairmen) and the employed, a large number of professional associations establish a desk, or a room, or a series of rooms at the convention where employers and candidates may identify themselves. The association may do as little as provide a bulletin board where employers and candidates may register their availability or provide looseleaf notebooks where job seeking candidates may file their dossiers for perusal by employers and employers may file descriptions of positions available. These are modest efforts.

Two of the more extensive convention placement services are described in this volume. Their formats are essentially the same, though one is operated and financed by the public employment service whereas the other is entirely a professional association effort. The American Chemical Society, which operates its own convention placement service, hires a staff of as many as 75 people to help about 500 employers and candidates find each other. An employer may register, file a "position available" statement for persual by candidates, study books where the biographies of "candidates available" are filed, ask for an appointment with any candidate in whom he is interested, and (if the candidate is willing) interview the candidate--all of this within the physical confines of the placement service area and the time constraint of the 3-day meetings. Candidates may, likewise, register needs, study openings, and ask for appointments. The average candidate talks with at least 6 different employers during the 3-day period. An equally effective placement service is provided by the U.S.E.S. and cooperating state offices for the Allied Social Sciences Association. At this convention placement service, as is the case at most of the more extensive ones, both employers and candidates may view the opportunities on the other side of the market (e.g., candidates may look at the jobs available books) without identifying themselves. Although it is considered unethical not to reveal one's true identity at the outset of an actual interview, the anonymous search for general market information is welcomed as an activity that probably increases the overall efficiency of the market by making information flow more freely.

The general acceptance of the convention placement concept is implied by the fact that 14% of all newly hired professors use this technique to search new jobs. The mean users locate 2½ opportunities. And almost one-seventh of the people who use convention placement services find their best alternative by this means. The main reasons that professors fail to consult convention placement services is that they are not actively looking for jobs (23%), they do not attend the convention (9%), they find acceptable alternatives by other means (27%), and convention placement services are not available in their disciplines (11%). Only 14% of all newly hired professors regard use of the convention placement service as "unprofessional" or "worthless." This statistic is to be contrasted with the fact that 35% place these same labels on the placement of a "candidate available" ad.

Besides providing convention placement services in cooperation with professional associations, in recent years several public employment offices have maintained year-round placement assistance for college teachers. Some of the professional placement offices, such as the New York operation described in this volume, are quite ambitious and employ the most sophisticated placement techniques. Like the journal want ads, however, the public employment service has not yet gained acceptance in the academic community. Besides lack of acceptance, the public employment service is hindered by the fact that very few professors know about the services they provide and, therefore, their volume of operation is quite low and the expense per placement is quite high. There is some question whether the public employment office may ever effectively serve the college community on a year-round basis, at least until it divorces itself from an allegiance to a market concept that is constrained by state boundaries. The academic labor market is a national one, and to serve the market effectively a placement service must have a national orientation.

AN AGE OF OPPORTUNITY

In this era of faculty scarcity and mass higher education, the smaller, liberal arts colleges have been experiencing great difficulties in attracting the staff they need. Many of these IHE's have formed cooperatives for recruitment. In the case of church-related schools, many of the religious denominations have established, within their boards of higher education and similar bodies, a special office concerned with the assembling of the names and qualifications of prospective college teachers. When one of the denominationally related schools has a need, it often consults with such a placement office. The office refers the names of candidates who seem to be most appropriate to the need. Also, these same offices give wide visibility to the candidates whom they have found by circulating their names and

brief biographical sketches to the IHE's they represent. The employers within the IHE's are then expected to contact the candidates directly.

Unlike most of the other placement organizations described in this volume, the church-related services are employer oriented. When a candidate registers, he is given no assurances that he will receive any job offer or that he will even be referred to any employer. Moreover, the candidate does not know whether his name is being circulated unless one of the employers contacts him because he is interested in talking about employment. This is not to say that there are no benefits to the candidate in registering. The candidate is given wide visibility, as his credentials are viewed by many small employers whom it would be very difficult to contact independently. Through all of the church-related agencies combined, slightly over 300 newly hired teachers in 1964-65 located their best option. Roughly 1500 registered with these agencies.

Actually the church-related employment agencies are only one example of a general species of placement services, the type oriented toward the employer. Other examples are regional associations, special associations such as the Near East College Association described below, and the consolidated offices of state university and college systems.

Another source of recruitment aid is the private employment agency. Many schools, expecially the smaller ones that are not normally thought of by faculty seeking employment and that cannot justify an extensive recruitment effort, turn here for assistance. If the vacant position does not require a prestigious candidate, and especially if it will allow for an M.A. rather than a Ph.D., the private employment agencies offer broad and considerable visibility to the vacancy at no expense to the IHE (except in replying to correspondence). Of the faculty who actually moved to a new job in 1964-65, over 2000 registered their availability with a private employment agency, most of them with one of the two agencies described below and many of them with both. Undoubtedly there were many more registered with these agencies who would have liked to move if the right job had come along.

The typical agency attempts to engender an attitude of personal service, both to the candidate who pays 5% of his first year's salary as a fee and to the employer who must give his consent before the agency may act as his agent in filling a job vacancy. Travelling to conventions and other professional gatherings, the staff of the private employment services develop friendships with many of the large employers so that these same men will ask them for help when a need to fill a vacancy arises. As for the candidates, the private employment agencies attempt to maintain a constant flow of job opportunities for the candidates to consider. As long as the registrant considers the vacancies sincerely and offers some type of explanation why he does not choose to apply, the agency keeps placing new notices in the mail.

Most of the private employment agencies are candidate centered in the sense that the candidate has the option of saying no to the job before the employer says no to the candidate. If a candidate does not want his name referred to the employer, it will not be. Since the candidate is the person who usually pays the fee, this practice seems justified.

Although one-third of all job seekers view the use of private employment agencies as either "unprofessional" or "worthless," the agencies do provide a valuable service to that 7% who do use them. The largest group of professors who consult with private employment agencies are those often without their Ph.D. degrees and with a strong desire to empahsize teaching rather than research who desire to locate in an IHE below the top eschelons of the educational hierarchy, although there are many Ph.D.'s listed with the services and some of them from the best schools. The agencies are a free enterprise outlet for those who feel they are not receiving the attention they desire or require from the free placement organizations. They are a desirable complement to what is primarily a market of unpriced services. The college placement office service and the graduate school departmental office service are incorporated in the entire package that makes up a graduate education. It is impossible for a student to pick one graduate school for his training and another for his placement: the two services are tandem. Similarly, the public employment office and the professional association provide virtually identical services to all candidates, regardless of the attention they need and desire. Since a candidate should have the option of buying a service, as he should have the option of having it provided to him without charge, the private employment service has a definite role to play in the academic labor market. Roughly 800 candidates, most of them non-students, found jobs beginning in 1964-65 through the private employment agencies.

SOME OBSERVATIONS

Channels of communications in the academic labor market are a loosely knit superstructure of eclectic organizations all responding to a commonly recognized need, help for teachers seeking collegiate jobs and for their employers. Many organizations, acting independently and with good intentions, have brought into being this complex and eclectic system. Though it is manned by personnel sincerely devoted to the improvement of higher education, the system suffers from unnecessary duplication of effort and inordinate splintering of responsibility. The advantages of providing several optional methods of contacting personnel (and of locating jobs) cannot be denied: freedom of markets is an essential characteristic of a free enterprise economy. Yet, the current plethora of liaisons and market intermediaries confuses both the candidate and the

employer to the extent that neither can be sure of which service can provide the most help in fulfilling his needs. Much effort is needlessly expended in registering needs with inappropriate sources.

At the same time, the intermediaries themselves are damaged by unnecessary splintering. Although it is, in my opinion, desirable that most placement media not be subject to the profit-motive, one of the undesirable results of a welfaristic placement system is that the organizations within it are not subject to the sanctions upon efficient operation that are provided by the profit-motive. Many of the placement services now operating in the market are too small to be economically justifiable, too small to be efficient, and in most cases too small to be of substantial assistance to either candidates or employers. There is great need for more consolidation and cooperation among existing placement organizations. I have pursued the optional courses elsewhere.[2]

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2. See final chapter of Volume I.

PROBLEMS AND SOLUTIONS.....CHAPTER 3

In pursuing solutions to the schools' staffing problems and the individuals' employment problems, the college placement officer and the private employment agency manager, the graduate department chairman as well as the coordinator of a convention placement service encounter their own problems. These problems have many generic similarities, so many, in fact, that it is meaningful to identify them and to note the various solutions that each type of placement official has wrought.

VISIBILITY

To establish and maintain respectability, a placement agency must work within the traditions of the community that it serves. Academic placement services must strike the delicate balance of being seen without seeming conspicuous. Since overt job seeking and discussion about career opportunities are contrary to the accepted ethic in the academic community, effective placement liaisons must advertise their services in casual and most informal ways. With rare exceptions, classified ads of the type that clerical employment agencies run in the newspapers are entirely out of place. While overt advertising of this character might bring about a better knowledge of the service provided, at the same time it would cause fewer people to avail themselves of the service.

The infeasibility of overt advertising would not be a problem except for the fact that many of the more formal placement intermediaries are not well known and, even when known, a

generally negative image hides the true value of the services often provided. Widely scattered and quite numerous, the existing liaisons are frequently obscure and unknown.

For any one organization, big dividends accrue from higher registrations. At the present time, most of the organizations involved in college teacher placement must undergo relatively high fixed expenses, mostly for space, machines, and personnel. The variable expenses involved in larger registrations would not be large. In fact, tremendous economies of scale are possible. With virtually no additional expense, most placement organizations could vastly increase the number of registrants and, hopefully, considerably decrease the cost per placement. The usefulness of the services provided can be extended without large additional costs. The payoff to successful campaigns for higher registrations is bound to be quite large.

For this reason, almost all organizations pursue some type of publicity campaign. Because the number of persons eligible to use the departmental and college placement office services is relatively small and easily identified, these organizations experience the fewer publicity problems.

Even within the constraints set by the traditions of the academic community, various techniques are available to publicize academic placement services. The techniques chosen by a particular placement organization will depend primarily upon the purpose of the service and the nature of the population it wishes to serve. The department offices, for example, restrict registration to graduate alumni and concentrate upon emerging students. Communications between departmental faculty and students are frequent so that very few eligible candidates are not familiar with the services provided. The problem faced by the department office relates to publicity among employers, not candidates. Though it may be expected that employers have a relatively clear image of where the new Ph.D.'s are being educated, the sizesof graduate classes vary so that in some years a school may have an especially acute marketing problem. Some graduate departments prepare and distribute a list of emerging students who will be available for employment in the following September. The typical list includes brief biographical sketches of the candidates, indicating field of specialization, publications if any, age, expected date of completion of degree, and so forth. If an employer who reads these sketches is interested in one of the candidates, he is to contact either the department or the candidate for further details.

Since there are a limited number of large employers of emerging Ph.D.'s, the distribution of biographical sketches is a relatively easy and effective means of making employers aware of the supply available. There is one very important problem, however, that discourages many departments from using the technique at all. When the sketches are distributed, the response of prospective employers is usually centered around the one or two most promising individuals. Naturally desiring to hire the best available, all employers inquire about the

same individuals, those who appear to be the most attractive. Quickly the cream of the crop gets hired so that all further inquirers must be told that the top candidates are no longer available. This gives rise to the complaint on the parts of the disappointed employers that none of the men they are interested in are ever available by the time they inquire. If this happens often, the employers are likely to ignore future listings.

To avoid the disappointed inquirer, as well as the accusation of being "unprofessional," many departments publicize available candidates only on an informal basis.

College teacher placement offices, in contrast, experience their greatest problems in gaining the registration of candidates, not in finding job openings or in publicizing candidates. On most campuses early in the academic year a general meeting is held for students in residence to explain the services offered by the teacher placement office. But these meetings are rarely well attended, even at the University of Wisconsin where every graduate student is invited by personal letter. The real secret to gaining a large percentage registration seems to rest in making the graduate faculty aware of the nature and quality of the services provided so that they, in turn, will urge their students to register. Circulating reports on placements made in a previous year, sending memoranda which describe the operation of the placement organization, making faculty aware of the types of job openings listed with the placement office, inviting selected faculty to luncheons with collegiate recruiters who visit the campus--each of these contacts strengthens acceptance and, therefore, usage. Perhaps the most successful method of gaining the wholehearted support of the graduate faculty in the various departments is the appointment of a specific departmental faculty member as placement office liaison. At the University of Illinois, for example, a member of the music department's faculty is paid half time to work with the Teacher Placement Office in the developing of positions for Illinois graduate students in the field of music. Other schools, usually in a less formal and less substantial way, have used similar techniques to link the departmental and placement office efforts and thereby strengthen both.

Because they are less generally known, the other placement intermediaries tend to exert more effort in publicity. Besides asking campus chaplains for the names of emerging graduate students who are active members of their religious group, denominational placement offices often send staff members onto graduate school campuses to make direct contact with prospective students. Facutly already teaching at a denominationally related schools are exposed to announcements and stories about the service which appear in denominational magazines. The clergy is alerted to the existence of the service at conferences and through denominational publications in the hope that they will pass the information along to appropriate members of their congregation.

Unlike the denominational agencies who are in a sense "recruiting" prospective candidates for denominationally related schools the private employment agencies must interest employers as well as candidates in the services they offer. Although many vacancies notices automatically come into the private employment agencies in much the same manner as they come to college placement offices, from a commercial point of view the most promising vacancies are those that are not widely known and are, therefore, not being "worked on" by a large number of different placement liaisons. To develop such listings, the commercial agencies consciously cultivate college administrators by attending administrative and disciplinary conventions and, in some cases, visiting college campuses. Periodically large mailings of blank forms are made to persons with hiring responsibilities in the hope that they will record their needs and return the forms.

To gain candidate registration, some agencies make similar mailings to emerging graduate students. "Dignified," soft-sell advertisements of the services provided are placed in professional journals such as the AAUP Bulletin to inform both employers and candidates.

To publicize the convention placement services, announcements are placed in pre-convention issues of the professional journals. The more ambitious services encourage advance registration by mailing forms to employers registered at previous conventions and to prospective candidates who are planning to attend.

For each type of placement organization, low volume is not due to lack of publicity alone, but there is evidence that more publicity would help.

Increased knowledge of the services offered is not the only solution to the low volume problem experienced by most organizations, although it is a promising one. The response by newly hired college teachers (4-year) indicates that 7,200 of the 28,700 movers did not know about the services offered by the public employment service, 5,900 were ignorant of denominational placement services, and 2,400 did not know of the private employment agencies. If they had known about them, some of these professors undoubtedly would have sought their aid.

TRUE AVAILABILITY

At the same time that placement organizations are making extensive efforts to increase active registration, they are plagued with over-registration. Their files are overburdened by already filled vacancies, already placed candidates, unfillable openings, and unplaceable prospects.

Keeping records up-to-date is a major problem. Employers and candidates seldom inform placement intermediaries when they have ended their quest and left the market, in spite of repeated efforts to get them to do so. Realizing that the pleas

Table 1. Newly Hired Professors Ignorant of Placement Services Available

TYPE OF PLACEMENT ORGANIZATION	NUMBER IGNORANT*
Department Office at Graduate School	1,300
College Placement Office	600
Convention Placement Service	3,100
Public Employment Service	7,200
"Candidate Available" Ad	3,300
"Position Available" Ad	2,200
Denominational Placement Service	5,900
Professional Association	2,400
Private Employment Agency	2,400

Source: Survey data.
*/The total number of newly hired professors by 4-year colleges for 1964-65 is estimated as 28,700.

to keep records current will go unheeded, most placement liaisons have developed arbitrary practices that clear their files at least once a year. With vacancies, the most common practice is to start entirely new lists each September, disregarding all announcements received prior to that time on the assumption that all those vacancies have been filled. In addition to this housecleaning, the University of Michigan placement office regularly advises its registrants that vacancies received over two months ago are "stale" and unlikely to still be open. The University of Illinois goes one step further by surveying its files of registrants once at the time the vacancy first comes in and regarding the vacancy as stale thereafter.

Since candidates are unlikely to be receiving help from a large number of intermediaries, arbitrary unlisting of a candidate is more hazardous and is, therefore, approached more carefully. The usual practice is to ask in late September or early October each registrant who is listed as"active" to indicate the extent of his continuing interest. Some offices require a complete re-registration, whereas others simply request the return of a postcard on which the candidate may check that he is still interested in being serviced. At the time of the annual survey, candidates failing to respond are, as a rule, arbitrarily taken off the lists.

Another volume-creating problem is the inverse selectivity of the marketplace. Placement organizations receive both good and bad jobs, both desirable and not-so-desirable candidates. As a rule, the good jobs clear the market rapidly. Soon after their original listings they are filled. Similarly, the most qualified candidates are quickly contracted, leaving only the poorer candidates on the market. The poorer opportunities "sell" at a slower rate. At any given time, therefore, a placement organization is likely to have registered a disproportionately large number of them. For example, assume that two different vacancies are registered with a placement office on the same day. Furthermore, assume that one of the vacancies is very good and is filled in less than a week, whereas the other is marginal so that it is not filled for two months. From the placement office's perspective, the poor job is registered 8 times as long as the good one. If a survey of the office's listings is taken at some random time, the poor job is 8 times as likely to be included. The volume of poor vacancies therefore seems to be 8 times as large as that of good ones. If it were possible to determine the vacancies that could not be filled in advance, a great deal of effort could be conserved.

Realizing that individuals view job attractiveness differently, agencies are generally unwilling arbitrarily to refuse the processing of what seems to be a undesirable opportunity. The most common solution to the marginal job problem is "open listing." Brief descriptions of the poorer jobs are circulated directly to the candidates who may, in turn, indicate their interest by requesting that their credentials be forwarded or by making direct application to the employer. Anticipating that the search will be fruitless, no attempt is made to locate candidates who might be both qualified and interested in the job.

In regard to marginally attractive individuals, the most common practice is to set a minimum level of qualifications for registration and to accept all those who meet the minimum, which is usually the receipt of a master's degree by the time that employment would begin. Rarely are the agencies willing to refuse registration to minimum-meeting candidates, even though there seems to be no reasonable prospect of helping that person. Some organizations are, however, setting the minimum at a relatively high level (e.g., the AAUW) and waiving it so as to allow registration of less qualified candidates in the scarcer disciplines

In any case, the problem of inflated registrations is a real one that is only partly solved by the time-saving mechanics and the computer revolution. To avoid the sheer volume of too many candidates and too many vacancies, several of the larger placement services have turned to computerization. The American College Bureau, using Electrofile, can, for example, identify all candidates in very narrowly defined sub-specialties by simply pushing the button on a typewriter-like keyboard. The University of Wisconsin used a computer not only in the initial matching process but also in the printing of job descriptions and the addressing of job vacancy notices to candidates. These computer innovations represent definite steps forward in the processing of the masses of information, especially on job vacancies, that inundate the typical placement office. But even the computer requires considerable manpower in defining parameters, reading data into the machine, and evaluating the output. The deletion from extensive consideration of unwanted opportunities, unsought candidates, and unavailable candidates and jobs would ease the burden considerably.

THE ROLE OF PLACEMENT LIAISONS

Roles differ. Some placement organizations are simple clearinghouses, providing a bulletin board type service where available candidates are shown to prospective employers and vice versa. The advertisements in the professional journals and most of the convention placement services assume this type of role. These liaisons do no endorsing and no counseling; the only information they supply is that the candidate (job) is available.

Taking a more active role in the placement process, the college placement offices, commercial teachers' agencies, and denominational offices supply names and provide extensive biographical and professional material that will allow an employer to evaluate the merits of the various candidates. These organizations, in a sense, provide a second service, a service in addition to identifying available candidates. The information-gathering service is in itself valuable in the placement process. Many job changers will avail themselves of the credentials service, especially that provided free or nearly free by college placement offices, without asking for help in locating a particular job. In a sense, the placement organizations that do not collect extensive biographical information are parasites upon those that do. This is not, however, necessarily undesirable.

A placement organization may say "here is a list of names of persons available" or it may say "here is a list and we have more information if you are interested" or it may take a still more active role by saying "here is a list of persons (jobs) that we recommend to you." In the last instance, the placement

liaison is offering active help in the actual decision-making process. He is bringing to bear his professional competency and experience upon the staff (employment) problem of the individual parties involved. He is pre-selecting the number of alternatives that are presented to the parties for viewing. Although he is not making the ultimate employment decision, he is taking on a major responsibility in what this decision can and cannot be.

Many college placement officers, realizing that it is very difficult for persons who do not have frequent contact with the academic labor market to make intelligent judgments, assume the role of matchmaker. They actively advise students of the best employment opportunities from them and shield them from the necessity of sifting through many inferior alternatives on the one hand and job alternatives that they will not be offered on the other. Similarly, instead of sending a general listing of all candidates to inquiring employers, these placement liaisons suggest only those persons who they feel are equal to the job. In some cases, the recommendations by employers are also tempered by the probability of the candidate's interest in the job alternatives.

A very similar role, one that helps candidates and employers in the decision making process, is usually taken by the departmental offices at the nation's graduate schools. Even if they do not maintain a complete listing of the jobs available in the field and do not develop a depository of placement information for the viewing of potential employers, the graduate school offices, along with the graduate school faculty, are active advisers.

One of the most difficult aspects of being an intermediary, whether one takes an active advise-giving role or a passive listing role, is that it is necessary to maintain two loyalties--one to the buyer and one to the seller. The sellers will request a different type of service than the buyers. The seller would like to view all job opportunities, preferably ordered by their desirability and then the probability of landing them, and to have the opportunity of applying to any of the job that he so chooses. He would rather not be bothered by employer contacts, except from those employers with whom he chooses to deal. On the other hand, the buyer would prefer to have a full unveiling of all supply alternatives ordered by desirability, appropriateness, and availability. He would like to have job vacancies known by only those individuals who would be offered the job. In short, both buyers and sellers would like to be the first to view the other side of the market.

Actual practices vary. The denominational agencies contact employers first. Commercial agencies contact both parties simultaneously, in most instances. Most of the convention placement services have flexible arrangements that allow employers who want to be exposed to candidate-initiated contacts to list their vacancies for viewing but that also allow employers to

view candidate credentials without making their vacancies known to candidates. College placement offices and departmental offices usually vary their procedures according to the situation. If it seems most likely that the employer will reject the candidate, the employer is allowed first viewing of the match. If, on the other hand, it is likely that the candidate will not be interested in the job even if offered, the candidate is told about the vacancy and only if he is interested is the employer exposed to the candidate.

Regardless of who is contacted first, it is always difficult to know how strictly to interpret the parameters placed upon the matching process by the parties most directly involved. For example, if an employer requests a Ph.D. with three years teaching experience in American Colonial history, what does he really mean? If the placement organization happens to know of a man who fits the description perfectly there is no problem. But this is often not the case. Often adjustments in specified conditions must be made. The only available candidates are ones with a Ph.D. in American Colonial History and no teaching experience and a man with 4 years experience and a specialty in American Civil War History. In this particular instance, it is a simple matter to tell the prospective employer about both candidates and let him make the decision. But in other cases, an employer may be offended by the breaking of his specification. For example, an employer may remain insistent upon the requirement that all candidates referred have Ph.D.'s firmly in hand, in which case the referral of a non-Ph.D. holder would be a mistake. Here the best that the placement staff can do is to remain alert to the persons who are actually hired into the vacancies they are asked to help fill. If they note that the employer often violates his own conditions, they will know how to interpret his statements in the future.

On the other side of the market, the match-making placement official must be able to interpret the meaning of statements about preference. When a candidate says that he is willing to teach only in a university which has a relatively large graduate school, does this mean that he wants to teach in such a university or that he desires to be near the library provided by such a school? When a man says "East Coast" does this rule out San Francisco? Here again, if the placement liaison can refer a few jobs to the individual and get his reaction, a feel may be developed for the real relevance of the various parameters. Also, in the case of individuals, it is often possible to crystallize statements of preference in an interview situation.

As the market becomes larger and more specialized, all of the problems of specifying the real meaning of terms used in descriptions of jobs and statements of preference become more severe, for the terms of reference in each particular subject-matter area are often different. In one field an appointment at XYZ university may be a real gem, whereas the same university may be very weak in another field. The professional

associations solve this problem by accepting registrations in only one disciplinary field. The less specialized agencies must evolve other solutions, the most common of which is to appoint particular staff members as specialists in various disciplines so that they may develop a deeper knowledge of the field. Another solution is to appoint consultants in each disciplinary field, the consultants being active members of the discipline. The Convention Placement Service does this by working with the local arrangements chairman of the particular professional association for which it is providing a service. College placement offices use the consultation idea both formally and informally by working with departmental faculty.

These and many other problems, many of which are identified in the individual chapters that follow, will arise when the placement organization takes on a major responsibility for the actual matching of candidates and jobs.

LETTERS OF RECOMMENDATION

For years personnel officials involved in the placing of all types of manpower have debated the letter of recommendation--its structure, its source, its usefulness, its reliability. Academic placement officials are no exception.

Virtually all of the collectors of credentials request three or more letters of recommendation. The candidate may appoint the three persons who are to write the letters and, usually, the candidate is responsible for seeing that the letters are returned. In all cases the candidate is not allowed to view the contents of the letters which are regarded as confidential, unless the author gives permission.

In some instances, placement organizations advise their registrants concerning who would be the most appropriate persons from whom to solicit letters. The University of Illinois asks that only persons who are able to speak directly on the probable success of the registrant in his career objectives of the moment should be contacted. Thus, the registrant directed toward college teaching would solicit recommendations from his graduate school professors, his former department chairman, and the like. Many of the denominational placement organizations, on the other hand, prefer to circulate information on the depth of religious commitment and the character of the individual registrants, welcoming recommendations from ministers and friends who may have no ability to judge teaching and research competence. Still another approach is pursued by the American Nurses Association , which does not ask for names of reference writers directly. Instead the association solicits letters of recommendation from the heads of organizations where a nurse-registrant has been taught and/or employed. Though each of these approaches has its place, the one that seems most directly relevant to the effective pursuit of resource allocation is that of the University of Illinois.

The whole process of maintaining letters of recommendation, however, is due for re-examination by all placement services. The process itself is apparently a vestige of the depression era and the church foundings of most educational institutions. It is also a derivative of the tremendous volume of personnel selection required in public school placement and the traditional maintenance of a bevy of personal testimonies regarding standards, family background, personal habits, and sometimes the professional competency of candidates. Yet there is increasing evidence that letters of recommendation are no longer instrumental in the hiring decision by employing college officials. Many of the very best institutions hire without soliciting recommendations at all. Employing officials are learning that even relevant recommendations are often unreliable and that a few short phone calls can be far more valuable than many letters. In the light of the tremendous amount of effort required of the writers, the collectors and the distributors of recommendation letters, it is now time to re-examine the justification of this whole activity.

Only the most general issues have been raised in this chapter. A detailed discussion of these same issues, and the introduction of many other pertinent facets of the process of academic placement is included in the chapters that follow.

PART II: COLLEGE PLACEMENT OFFICES

EDUCATIONAL PLACEMENT OFFICE
UNIVERSITY OF ILLINOIS

coauthored by

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In principle, there are two distinctly different channels for finding teaching jobs in institutions of higher education. The first is informal in nature; the second is considerably more formal. Informal access is afforded through the exchange of information by a host of persons whose official responsibilities are not in placement work. This includes the "major" professor and other graudate school faculty members. In contrast, formal access is afforded by intermediaries whose relationship to the candidate is primarily or solely for the purpose of placement. Until the 1950's almost all placement in higher education was made through informal channels. However, since World War II it has become apparent that there is a rapidly developing need for formal arrangements to facilitate the growing demands created by expansion in the academic market. The expansion is of two kinds: there are more institutions to be staffed and the staff size of most existing schools has been considerably increased.

Before post-war expansion the number of institutions of higher education and the number of graduate students seeking teaching positions in them were small enough that placement could be conducted informally between major professors and/or department chairmen and the employing officials. Professors seeking staff knew most of the sources of strong candidates and no doubt relished the somewhat infrequent opportunities to invite nominations from professional acquaintances in graduate institutions. Similarly, it was a mark of distinction to receive letters inquiring about the availability of one's advisees. As the number of institutions and the number of candidates began to mushroom, however, it became increasingly difficult to meet the needs of both candidates and employers through these informal relationships. Three problems were most evident:

1. The flow of correspondence between professional acquaintances threatened to inundate the key persons in the communications chain.

2. Employing institutions found themselves particularly disadvantaged when they had no ready-made contacts in the graduate departments about the country, or if they had contacts, many did not know how to use them for recruiting purposes.
3. Candidates who sought to enter non-teaching careers in education were lacking in a source of information concerning opportunities which might be available to them.

One solution to the growing task has been sought by investing persons from within each graduate department with placement responsibilities. It is often difficult, however, to locate persons who are both competent and willing to accept this responsibility in addition to academic teaching and research duties. Some universities found it advisable to establish a special university agency to which all departments might turn for assistance in academic placement. Each of these alternatives represents a move toward formalizing the service. The purpose seems ultimately clear, however, in that it is to facilitate that activity which would customarily take place within informal channels.

The introduction of a formal agency need not be viewed as an effort to supplant the informal. Instead, it can be viewed as an effort to supplement, support and coordinate the flow of materials and information into and out from informal channels. Two elements seem especially pertinent to the fulfillment of such an objective. They are as follows:

1. The process needs to retain and make use of the extensive personal knowledge about professional competency which can come only from advisers who have relatively long and intimate contact with the candidates. The services of these advisers are invaluable to the candidates so long as the job specifications are not unfamiliar to the professor and/or his intimate colleagues.
2. The role of the formal agency must be clearly defined. In some instances the formal agency may be prepared to provide only demographic information which is useful and necessary for identifying candidates, but which does not necessarily facilitate ultimate decisions. This larger objective can be fulfilled if two additional elements are included. First, the formal agency must be able to describe and to delineate informal channels which will be of greatest value to employers and to candidates. It must also provide for a system which will facilitate the communication of critical data between employers, candidates, and candidates' sponsors.

These are the objectives which prevail in the Educational Placement Office, University of Illinois, Urbana. A liaison person has been identified in each of the departments across the University. Job descriptions received in the Educational Placement Office are given individual consideration there, but they are also forwarded to the designated person in the

appropriate department together with a list of the candidates who have been recommended--whenever such action has been taken. This information also provides departmental officers with the names and addresses of employing officials who seek nominees for consideration. Furthermore, the credentials mailed to employers include recommendations which have been provided by people who know the candidate. This provides the employer with immediate access to the informal market whenever he wishes to use it to learn more about a particular candidate or to press his search for nominees among those who have firsthand knowledge beyond that which is available in the Placement Office.

The Placement Office attempts to be flexible in its work with the various departments. In some cases it assumes a major role. In others it serves primarily as a repository of credentials which can be made available upon request. In other instances, the primary function is to keep departments informed as to additional opportunities for their graduates. Candidates are always encouraged to work closely with their departmental liaison officer in their efforts to identify and to evaluate job opportunities.

The Educational Placement Office at Illinois was first organized within the College of Education. Since secondary school teachers take a major in an academic subject and minor in education, it was necessary to maintain contact with the departmental faculty to obtain recommendations. Because these liaisons were already established, it was a natural and logical extension of role into placement into Higher Education.

Based on the needs and interests of candidates, faculty advisors, and employers the following system was evolved. When asked to do so, the Educational Placement Office will assume the primary responsibility for advising candidates as to the data required in a credential (dossier). This involves the compilation of a personal data sheet, and the candidates' solicitation of confidential recommendations which are put on file in the Placement Office. In addition, candidates who wish to be nominated by placement office consultants are expected to develop and file a formal statement concerning preferences for kinds of positions, dates of availability, geographic location, etc. Employers notify the office of their needs by mail, by telephone, and by personal visits.

Given these two sets of parameters, namely, candidates' preferences and employers' job descriptions, it becomes the task of professional office personnel to collate the two in a manner which will be useful to everyone concerned. The nature of the concerns differ, however. The candidate has a total self-picture which he hopes to implement through a career. The department wishes to be represented by well-prepared candidates. The placement office wishes to facilitate candidate and departmental aspirations. At the same time the office seeks to provide a prompt response to the employer and timely information concerning the competency of the candidate. As job descriptions increase and as departments grow in size and complexity, all this

sometimes becomes a difficult task. The best precedure seems to be for the placement office to report directly to the employer with a copy of the report being forwarded to the appropriate departmental liaison officer. When departments can attend to these matters in some detail, contacts with employing officials are easily established as noted above. At the same time, however, there need be no pressure on the department for the matter has received attention through an official University source. This is an illustration of one way in which the Educational Placement Office supplements the informal arrangements of the market.

In the Educational Placement Office at the University of Illinois, two systems are available for the collation of the parameters presented by candidates and by job descriptions. Manual search is facilitated by Kardex files. High speed automated search is facilitated by the use of a computer. Computer results are always subjected to subsequent professional judgment by a consultant who has firsthand acquaintance with job demands and the competencies of his candidates. The minimum educational requirement for a consultant is the Master's Degree plus 30 hours. Five of ten part-time consultants hold the doctorate.

CANDIDATES

The people who seek jobs come from two sources--graduate students who are about to complete their stay on the campus, and alumni who are ready to change positions. Eligibility for service never expires! Even so, the supply of candidates when considered across academic areas, never achieves an ideal balance with demand. There are never quite enough candidates in some fields and there are frequently too many in others.

Establishing and maintaining contact with potential candidates is achieved through campus-wide announcements, informal word of mouth, and the assistance of graduate faculty members. Each year, those who advise doctoral candidates in the College of Education are invited to identify persons likely to finish within the year so that the office can encourage them to get credentials ready for their job hunting. Campus-wide publicity announces open meetings at which the academic labor market and local placement facilities are described. These meetings usually draw about 200 graduate students all told.

Once they have departed the campus, communication with graduates becomes more difficult. Older graduates may not even be aware that such service exists for them. The University's Alumni Newsletter does not carry information about service to alumni. The College of Education Newsletter does not have sufficient scope to reach graduates in all colleges. Direct mail to those who are off campus is hampered by the changes in name for females and changes of address for all. Headquarters which are established at annual professional conventions serve

as one of the most successful devices for keeping the office informed as to career changes among the alumni.

In its service to the total University, the Placement Office seeks to remain adaptable to the desires of the various departments. For example, Engineering, Law, Agriculture and Psychology make only infrequent use of the Educational Placement Office. Art, History, Sociology, Foreign Languages, Physical Education, Music, Education, and English are much more involved. Other departments will fall between these two extremes. In the case of the Music Department, a faculty member is assigned half-time to placement work and he is housed in the Educational Placement Office. The English Department also has a faculty member who devotes considerable time to graduate placement, but his office is located in the English Department. Even so, the Placement Office keeps him and his candidates advised of vacancies which have been directed to the Placement Office. The two offices use common data sheets provided by the candidates.

Generally speaking, candidate dependence upon the Placement Office will be in inverse relationship to departmental involvement in the formalities of placement. This suggests that departmental acceptance of the Placement Office as a partner is far from universal. In this particular university, the Placement Office has assumed that the informal professional and departmental communication has been, is and should represent the heart of the placement activity. The institutional office serves as a supporting unit which may or may not be needed to provide additional opportunities for graduates or to provide special assistance to the graduate faculty. Some faculty members use the office resources in their efforts to identify candidates for professional friends. In one department, the chairman likes to be informed as to opportunities for the graduates, but he prefers to disseminate the information to the candddates. The point is that there appears to be an inequality among departments and among faculty members as to interest in following graduates' careers and as to visibility which leads to demand for the services of graduates. When interest is great and opportunities numerous, a graduate adviser and/or department chairman will be sufficiently active that he feels no need for formal assistance in locating vacancies but may seek help in responding to the many calls.

Finally, it should be noted that the supplementary role of a placement office need not be limited to informing candidates about positions and employers about candidates. There are other possibilities. For example, the automated data retrieval system developed within the Educational Placement Office appears to have a usefulness which departments can adapt to their needs when there is a substantial volume of placement activity. Exploration of potential in innovations of this sort is not furthered if either the Placement Office or the department takes a competitive position with regard to the other.

Candidates' use of the Educational Placement Office is concentrated among employed alumni. The customary proportion of

employed alumni to on-campus students is approximately two to one. Eligibility to use the service requires only that a person has been enrolled at the University at some time. Service is extended also to those who have been on the faculty and is further extended through the reciprocity agreement of the Association for School, College and University Staffing (ASCUS). Candidates who have attended only a single summer session are eligible, but are actually encouraged to register in the office of the institution where they are best known to the professors and staff. This puts them closer to the informal market, and, thanks to the ASCUS reciprocity agreement, it does not deny service from Illinois.

Candidates are not equally versatile nor is their preparation equally broad. For this reason, the office consultant seeks to establish for each of his candidates precisely what his strengths may be--as envisioned by the candidate. The candidate is expected to solicit his own recommendations. He is advised to share information about career objectives with those who write for him. This seems to increase the possibility that writers will speak to the point of the candidate's career interest. This does not mean that the recommender will speak favorably--and some do not. It does focus attention of all concerned upon the career aspirations of the candidate. The candidate is informed that the office will support him in the areas in which competence can be clearly demonstrated. The placement consultants do not recommend for employment those candidates whose competencies are not evident, demonstrable and verifiable. This does not deny the candidate all service, for he can have credentials mailed upon his request or at the request of a bonafide employer.

Information collected on candidates falls into three categories: (1) personal data supplied by the candidate to support the self-concept he holds, (2) the supporting documents provided by those who write references, and incidentally (3) the notes of the placement officer relative to additional data which is needed, unanswered questions about career aspirations, etc. The total picture thus obtained includes information both as to qualifications and as to interest. That portion of the information which is distributed to employing officials includes: educational institutions attended and dates of degrees received, teaching appointments including courses taught and highest salary, general state of health, publications and research, awards, professional affiliations, and often a complete listing of graduate courses by title, instructor and grade. From three to six confidential recommendations customarily accompany this material.

A considerable file is also maintained by the placement consultant regarding the personal preferences of the candidate. The candidate is asked to indicate the type of position he desires (research, teaching, administrative, etc.), specific subject fields in which he is qualified and willing to teach, grographic preferences, date of availability, lowest acceptable

salary, desire to be informed of vacancies in church related institutions, desired duration of employment, and urgency of relocation (from "a new position is imperative" to "relocation is unlikely but I am ready to consider a change"). A photograph is requested for office use only.

The candidate solicits his own recommendations for the confidential file. To minimize irrelevant recommendations, the candidate is urged to invite statements from those who are best qualified to evaluate him in relation to his career goal of the moment. Since it is felt that administrators are most interested in knowing about candidate qualifications and career interest, the file of recommendations is customarily limited. Letters of recommendation which are not relevant to a particular career goal are not customarily distributed. They are never destroyed, and are sometimes put back in circulation if the candidate's aspirations return to a position formerly held. Candidates are urged to use the following criteria in selecting those who will write for them: (A) the appropriateness of the writer in relation to the candidate's stated career goal, (B) writer's first hand acquaintance with the candidate, and (C) the visibility or renown of the writer--and in that order of importance.

Candidates experience differing degrees of difficulty in securing recommendations. However, in spite of its firm belief regarding the types of recommendations most needed, the Placement Office never accepts recommendations from persons who have not been invited to write by the candidate. Recommendations are rarely deleted. There are two reasons for deletions. Both have been implied above. The first is for excessive bulk--some are "collectors" and would have files of 40 or more recommendations after 10 years in a career. Redundancy is so great and/or content so vague in many instances that there appears to be no reason to maintain unlimited distribution. The second reason for deletion is a legal one. State laws customarily protect the writer of solicited confidential statements so long as there is no malice. Nevertheless, office personnel have been advised to consider carefully, with the writer whenever possible, any statements which may have to be demonstrated to be "without malice" in the event confidence is broken. The writers are extremely reasonable and customarily grateful in these matters. They take the writing seriously. They appear to appreciate the position of everyone concerned in such matters. Some will add statements to make content clear. Others will delete to remove the point in question. The fact that they have agreed to write appears to be evidence of desire to provide appropriate data regarding the candidate. Most writers recognize that professional colleagues will eventually become readers of what has been written. Candidates know whose recommendations have been filed. When a writer asks to have a recommendation withdrawn, the office asks the writer how he wishes to proceed to notify the candidate of the withdrawal. Whatever procedure is agreed upon is followed.

A second letter is sometimes received from the same writer. The purposes for writing the two letters may vary. If it is intended to supplement, the second letter will be carried as well as the first. If the purpose of the second letter is to supercede the first, the first is withdrawn from circulation.

Medical absences from career activities sometimes present a problem for those who are asked to speak regarding the competency of a candidate. For legal and ethical reasons, the Placement Office urges "non-medical" respondents to omit comments regarding such absence. Candidates are advised, however, as to the need for a statement from an appropriate medical source after such an absence. Most are quite ready to cooperate. The office does not activate credentials until this has been done.

The personal interview is customarily used at some point in the registration process. It is hoped, of course, that the candidate has some impression as to how the academic labor market operates. If he is a resident student at the time of his registration, this information will have been available to him in the general sessions conducted each fall. If he does not reside on the campus, specially prepared materials will be made available to him. During the course of the interview the placement consultant seeks to determine such things about the candidate as the following: whether his major professor is likely to help him gain access to the informal job market; what steps he is prepared to take independently of institutional assistance which is available; and insofar as is possible, what he views as a "good job." There may be a discussion concerning academic salaries and job opportunities. The candidate is always appraised as to office procedures and expectations for him by those who will be trying to assist him. The scope of the interview is broad and seeks to put the implementation of career into long range perspective. Subsequent interviews may deal with special problems which confront a given candidate.

In 1962-1963 the Educational Placement Office worked with approximately 600 candidates who were seeking college level positions. This pool of candidates can be described approximately as follows:

TABLE 1.

Time of Original Registration of Registrants in 1962-63.

Current Status	Current	One Year Prior	More Than One Year Prior	Total
On Campus (Students)	150	130	20	200
Off Campus (Career Professionals)	80	70	250	400
TOTAL	230	200	270	600

Source: Files of Educational Placement, University of Illinois, Urbana.

This distribution of registrants indicates that one-third of the total college registrants in a given year are currently located on campus. It implies also that some were active in the market in the previous year. The total of current college registrants for the year was 230.

In September of each year all candidate files are inactivated. There is no limit on consecutive reactivations. Reactivation can be accomplished after October 1.

VACANCIES

In the current market, well established placement offices receive so many vacancy notices that it becomes extremely difficult to give each the treatment it no doubt deserves. The University of Illinois is no exception. Without concerted publicity this office received approximately 5,000 "college positions available" notices in the year ending August 31, 1963. Recruiting institutions routinely notify major graduate schools of vacancies as they develop. Since many recruiters either do not have access to the informal market or do not recognize its existence, a high percentage of these notices reach the Educational Placement Office. As was inferred elsewhere, the number of these unsolicited vacancy notices is large, so large in fact

that procedures must be established to facilitate their handling. In addition, however, an office like this one also participates in various cooperative efforts which are designed to increase the number of vacancy notices.

Vacancy notices come from all over the nation and represent most of the disciplines. Recruiters have favorite sources to which they turn. Their list of sources may include personal acquaintances who are graduate advisers in the various disciplines, graduate departments preparing persons in each of the various disciplines, professional associations, and private agencies in addition to the institutional placement office. The recruiter who does not have access to the informal resources (graduate advisers) or who does not know how to use such sources, is most likely to use the formal avenues such as are represented by a Placement Office.

All vacancies received are processed by one of two methods. Information on the more promising vacancies is transferred to a data processing card and run through the computer to locate candidates whose interests and abilities fall within the parameters described by the employer. Since candidate preferences are always considered, the process seldom produces names for vacancies which have low valence for local candidates. Positions with low valence are processed differently. Each week a list with a description of these positions is distributed to all registrants interested in receiving them. Those who are familiar with the academic market will recognize immediately that these positions tend to be at the isolated, less prestigious departments which need the visibility afforded by general listing.

Most vacancies are processed once and only once. The employer who does not hear from an Illinois registrant is advised to assume that "at this time" there are no qualified candidates interested in his position. If the employer desires a relisting of his vacancy later in the year, he must send a new notice of the vacancy to the placement office. Unless notified otherwise, the office assumes that a vacancy which has been listed for more than 60 days has been filled.

Some employers, fearing that their rigid specifications may frighten away desirable candidates, send the placement office a general description of the available positions and simply ask for a referral of the best candidates available--Ph.D.'s if possible and those with masters degrees otherwise. Such an approach allows the employers some acquaintance with the candidates before having to expose all of the qualifying specifications. This gives the employers a look at many more candidates than would otherwise be possible and lets them see candidates who may not meet all the specific requirements for a job, but who adequately compensate for these by other qualities. As a result, the employing officials are able to get a "feel" for the market and know what would be available if they have to step down their requirements. Developing a "feel" for the market, together with gaining access to informal markets, is of primary importance to successful recruiting.

MATCHING--IDENTIFYING QUALIFIED CANDIDATES

A serious effort is made to locate the registrants who are best qualified for each vacancy. When a vacancy requires special attention, the roster of candidates is surveyed and those who are best qualified are identified for the employer. The approach is to look at candidates with a particular job in mind rather than to look at jobs with a particular candidate in mind. In effect, the placement office maintains numerous labor pools which are then "fished" for specific jobs.

Either of two procedures may be used to examine the pool of candidates. One is a manual search which can be made through a Kardex file which is arranged by discipline and remains on the desks of the placement consultant. The other is facilitated by the memory device of a computer. This provides automated access at regular intervals. Regardless of the process, candidates are differentiated according to dempgraphic characteristics (sex, age, marital status), training (specialty, experience, highest degree), personal preferences (type of institutions, nature of position, geographic location), availability, etc.

The most important element in this initial selection of candidates is the proper recognition of the parameters which are specified and/or implied. Recognition must be given to this point in making an initial sort, and in the final and more refined list which is eventually produced. The professional consultant must know both his labor pool and the market, and he must use this knowledge to determine how strictly he can define his instructions to the computer. For example, he should be able to anticipate that if he asks for a female physicist with a Ph.D. who is willing to teach in a junior college in the Southeast, the computer is most likely to indicate that there is no such person. Since this is the case, the consultant might choose to ask the computer to provide two lists--a list of female physicists, and a list of all physicists who seek a teaching position in the South. Hopefully, there will be some duplications. If there are no duplications, the best he can do is use his judgment as to which candidate or candidates in Physics might be most interested in the vacancy, thus assuming that interest will be the variable which should be given greatest consideration at this point.

Personnel in the Placement Office must also learn to interpret which colleges and universities will insist upon a literal interpretation of the qualifications spelled out in a vacancy announcement. This knowledge comes from an examination of employment reports which departments frequently make available to the offices which have tried to provide assistance. Placement consultants frequently note that institutions have employed at a lower degree level than was specified in the job description which was published. This suggests to the experienced consultant that he should follow the generally accepted policy of referring those available candidates whose qualifications <u>most closely approximate</u> the parameters included in the specications.

At Illinois it is assumed that an employer's request will be acknowledged by the person or office which receives the request. As was noted above, those who receive the request may wish to seek assistance from another source. Placement consultants frequently ask departmental members for help and some departmental members regularly seek assistance from placement consultants. Departments are always kept informed as to opportunities announced and the names of the candidates who received a notice of the vacancy. The department is invited to supplement the candidate list, or as noted above, to take action of its own in addition to that which has already transpired.

Recruiting visits by department chairmen, deans, etc. provide a way in which the employer becomes very much involved in the initial selection of potential candidates. This gives employers an opportunity to establish personal contact with departmental advisers and their candidates as well as placement office personnel. The recruiting visit is becoming increasingly popular. It is often combined with other business. During the year 1962-1963, more than 50 such visits were made to the Educational Placement Office. At least 15 of these visits were made as a part of an extensive itinerary devoted exclusively to the resolution of staffing problems. These visitors are not in agreement as to the kind of assistance they seek. Some want only names, others want extensive information concerning the candidates. Some want the candidates notified, others do not want the candidates to know they are being considered. These preferences as to procedure are honored.

If a candidate indicates an interest in a position which has been brought to his attention, he sends the employer a letter of application together with a data sheet. He may include an application photo if he chooses. Then at the request of the employer or the candidate, a copy of his confidential credentials will be forwarded by the placement office. There is never a charge to the employer. There is no charge to the candidate so long as he is pursuing possibilities which have come to his attention through the manual or automated search procedures described above or through a departmental recommendation. The candidate may also submit 12 additional requests for credential mailings, including the open lists in the Placement Office, during any given placement year. The placement year is defined as the period from September 1 to August 31. After the twelfth "extra" request, a fee is charged for each set of credentials mailed.* In instances where candidates do not have a wide range of job opportunities, special fee consideration may be requested.

The final product of these preliminary efforts to match candidates and positions is not always a list of names. In many instances jobs go begging for candidates. In some instances candidates do not get even a single referral, though the total number of referrals to each candidate is usually between three

*In 1964-1965 this fee was $2.50.

and five. Those without geographic mobility are severly handicapped. The open lists provide an opportunity for self selection which appears to be appreciated by some employers and certain candidates. The forms on which candidates request credential mailings eventually find their way to the desk of the placement consultant. This provides feedback which the consultant can use to refine his information concerning candidate interest. He sometimes learns that there is more interest in certain positions than he had anticipated. This information can lead to a revised judgment as to how the consultant might best proceed when another such vacancy comes to his attention.

ADMINISTRATION AND POLICIES

Operated from within the College of Education and responsible to an all-University Council, the Educational Placement Office makes an active effort to develop liaison with the graduate faculty throughout the University community. The Placement Office believes firmly in the concept of an informal market and does not seek to alter procedures, but rather to supplement whenever possible. The office is committed to giving as much of the responsibility for placement to those directly involved as they are willing to assume. Nevertheless, it recognizes also the desire of the University and the College administration to try to be of assistance to all those who require help in the selection of staff, or in obtaining appropriate career opportunities.

Employers are encouraged to use the informal channels to the market whenever local access can be implemented. Candidates are asked to solicit their own references and to prepare their own data sheets. Procedural arrangements and professional consultation are available to facilitate candidate involvement in the self-selection of vacancies which appear appropriate to personal needs, training and experience. Departments and graduate faculty are advised that the Placement Office can never be a substitute for their own continued and active interest in placement. In short, the Placement Office attempts to minimize the necessity for the formal market, but when formal assistance is required, it seeks to provide effective and efficient service in keeping with standards of quality which characterize the total operation of the University.

OBSERVATIONS ABOUT SUPPLY AND DEMAND

Having completed a description of the service, a few, brief analytical comments regarding the role of the Placement Service in the academic labor market seem appropriate.

The Illinois graduate students and alumni in fields where jobs are relatively hard to find tend to use the placement service more than students in fields where there are considerably

more jobs than candidates. This conclusion is derived from an analysis of the comparative registration in excess demand disciplines as contrasted to excess supply disciplines. These two discipline categories are defined as per the following paragraph.

By assuming that (A) the scarcity of professors in a given field will cause salaries to be driven upward and, therefore, that (B) the comparative salary levels in various disciplines is an adequate reflection of the comparative scarcity of professors, it is then possible to identify those disciplines where professors are most scarce and most plentiful. A discipline is categorized as "excess demand" if its average salary level falls in the top one-third of all such figures for all disciplines. "Excess supply" disciplines are identified as those with the lowest average salary levels.*

Analyses show that registrations are quite low in the excess demand fields and quite high in the excess supply fields. Specifically, registrations of individuals in excess supply fields represent 50% of all registrations at the placement office even though these same fields account for only 13% of all University of Illinois graduate students. In contrast, although 37% of the graduate students are in excess demand fields, only 9% of the registrants of the placement office are from them. Illustrative of the contrast is physics, which accounts for only .2% of the registrants and 5% of the graduate student body, as contrasted to music, which accounts for 20% of the registrants and only 2% of the graduate students.

At Illinois there are two exceptions to the rule--psychology, where registrations are relatively high, and home economics, where registrations are unexpectedly low. Registrations in education also tend to be quite high, mainly because the placement office is located in the School of Education.

As a rule, supply attracts notification of demand.** The placement office is more frequently notified of vacancies in fields where the supply of registrants is larger (relative to all graduate students in the field) than it is in fields where relatively few graduate students have registered. Evidently, employers who have located candidates through the Educational Placement Office in the past return with similar requests, whereas in areas where the office has been unable to refer candidates the employers have stopped sending notices. Supporting these observations is an analysis by subject matter of the notices received by the University of Illinois during 1963-1964.

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*The excess demand fields are agriculture, anthropology, astronomy, business and commerce, economics, engineering, geography and geology, physics, political science, and psychology. The excess supply fields are art, English, home economics, music, physical education, and speech.

In the subject areas where the registrants in those areas represent a higher precentage of all registrants than of all graduate students, the placement office received notification of vacancies nearly three times as often as in the areas where relatively few are registered. The contrast between physics and music is again illustrative. In physics, an area with few registrants, the notices of "positions available" represented only 2.4% of all physics professors in the country. The comparable figure for music, an area of heavy registration, was 5.7%***

The number of vacancy notices received is not determined by "excess demand" in a field. The evidence fails to support the conventional idea that department chairmen in fields where candidates are relatively harder to find tend to notify more graduate school placement offices than do department chairmen in "excess supply" fields. The differences in vacancies received for both excess groups as a percent of all vacancies are not significant by chi-square at 90% confidence.

**This is an interesting corollary to the conclusion made by observers of blue collar labor markets that demand attracts supply--that a given employer will receive many more applications when he is actually hiring than when he is not.

***In passing, it should be noted, however, that the Music Department employs a person half-time to give visibility to the formal placement operation. Prior to the introduction of this specialist, music vacancies represent a much smaller fraction of the total number of college vacancies received in this office.

University of Illinois
Urbana, Illinois 61803

UNIVERSITY OF MICHIGAN
PLACEMENT SERVICE

with the collaboration of

EVART W. ARDIS,
Director

The University of Michigan provides one of the largest and most highly organized placement services for college teachers in the nation. Responding to the need of colleges for help in recruitment and to the necessity of lightening the burden of placement for the graduate faculty, the central placement office at Michigan employs two full-time counselors and a secretary to work exclusively with college teacher placement. In recent years the service to colleges has expanded greatly. Illustrative of the fact is that in the short six-year period between 1957-58 and 1963-64, the number of placements in higher education nearly doubled.

CANDIDATES

Approximately 1,100 current and prospective college teachers register each year with the University of Michigan placement service. To be eligible to register, a person must have attended the University of Michigan for at least one semester or its equivalent and must anticipate the master's degree on or before the date of employment. Roughly half of the registrants usually have Ph.D.'s. All persons who meet the two requirements will be assisted, regardless of how unplaceable they may seem.

At the same time, the placement office is not an aggressive salesman of its services. Besides brief announcements in the campus newspaper, an occasional article in the alumni magazine, and several informational meetings designed primarily for undergraduates, publicity efforts are virtually nonexistent. Almost all candidates learn about the placement service either by word of mouth or through their departments. Because volume is already too heavy, no attempt is made to place registrants who are not actively seeking new employment.

Registrations are concentrated in excess supply disciplines, where candidates tend to outnumber the available jobs. An analysis of the 1963-64 registration indicates that a candidate in a "buyers" discipline, such as art, English and men's physical education, was roughly five times more likely to register than a candidate in a "seller's" discipline.[1] When jobs are scarce, candidates and their departments turn to the placement service for help.

A dossier is developed on each registrant. The credential forms contain information which will help employers to assess a candidate's ability (e.g., graduate courses taken and the instructors, degrees received, professional work experience, publications, language proficiency) and information which will allow placement counselors to anticipate the candidate's probable interest in various vacancies (e.g., preferred salary, location, course responsibility.) On an unstructured page of the forms the candidate is urged to supply any information that he feels will be pertinent to an employer's evaluation of his employability. The section concerning publications, travel and language proficiency is also unstructured because of the large variation in space required by candidates at different stages in their careers and in different disciplines.

Candidates are expected to distribute recommendation forms to four or five appropriate persons. These forms are designed so that when completed they may be directly reproduced by the placement service. The forms are unstructured except for a rating of scholarship on a five point scale. The recommender is asked to make remarks concerning personality, appearance, ability, spirit of cooperation, qualities of leadership, iniative, tact, ability to get along with others, work habits, and remarks in regard to work done. However, specific remarks on each of these subjects are not required. The recommender is requested not to make comments regarding race, religion or national origin. If such comments are furnished, the placement office must delete them.

Upon receipt, the recommendation forms are placed in the candidate's folder. On occasion a recommendation may be deleted. For example, if a candidate receives seven good recommendations and a single poor one, the placement service will usually attempt to find out why the poor recommendation was given. Although it will not change a recommendation without the writer's permission, the service will often seek clarification of a particular comment.

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1. When all disciplines are listed in order of descending salary levels, "seller's" disciplines are defined as those which take in the top one-third of the salary scale.

The writer of a poor recommendation may be asked if he would like to rewrite the recommendation in light of the context in which it appears. In about nine out of ten cases, the recommender does not actually intend the implied meaning and is quite willing to write another recommendation.

In the case where a poor recommendation was intentionally given and the recommender is not willing to rewrite it, the placement office must make the decision of whether the recommendation should be included. If, in the judgment of the placement official, the recommendation is written inappropriately, the form will be deleted. Except where bias is indicated and when letters become very old, a candidate's request that a letter of recommendation be deleted from his folder will be denied.

The placement service has had very little difficulty getting recommendations. It finds faculty members and others quite cooperative. However, it does urge candidates to follow up on their recommendations to make sure they have actually come in. The candidate does not see the final recommendation. This is the only part of his folder that is withheld from him.

In addition to the application form and recommendations, information is gathered on a candidate through personal interviews. All registrants on campus are expected to interview with both the director of the Division of College Teaching and his administrative assistant. Usually each interview lasts from fifteen minutes to half an hour. These interviews provide the opportunity to evaluate the candidate's interest and to answer any questions he might have. His application is also studied and additions and/or deletions are made as deemed necessary by the interviewer.

Usually the interviewer will suggest other means of finding jobs so that the candidate will not rely solely upon the college placement service. In many cases, when a candidate is interested in locating in a particular area, the candidate will be given names of persons to whom he might write directly about job vacancies. Because of the problem of understaffing at the placement office, information concerning salary ranges and other market information is presented only in the form of answers to the candidate's questions, though the candidate may also develop impressions about salaries by perusing the lists of job vacancies. If this were no problem, the market information function of the interview could profitably be expanded to include routine citation of AAUP salary surveys and analyses of supply and demand by field. Ideally the role of the placement counselor in supplying market information would be one of initiating rather than responding.

To avoid the outdating of information, the placement service requires candidates to re-register annually. Each October all candidates are sent a letter which states that they will be placed in the inactive file if they do not indicate their contrary desire within a period of ten days. This letter also asks for information about the type of job accepted, if the candidate has, in fact, accepted a position. The placement service has found

that many candidates who register are not actively seeking jobs. Although they are sent notification of vacancies, many never seem to respond or seem to be waiting for the ideal job.

VACANCIES

Michigan is flooded with vacancy notices and received around 7,600 during 1963-64. Most of these notices are addressed directly to the placement office; some come first to the academic departments and are referred; a few are referred from the cooperative listings by ASCUS members at education association meetings.

There is every indication that the placement services provided are well known by potential employers, even without publicity. One may tentatively conclude that unlisted vacancies represent a conscious choice on the part of potential employers, not ignorance of the opportunity to list. For instance, almost all of the vacancies in Schools of Education were listed, regardless of the prestige of the institution. The other departments of highly prestigious institutions rarely use the placement service.

Michigan accepts vacancy listings uncritically. When a listing comes into the office, it is acknowledged without substantial comment. No attempt is made to inform a school that its vacancy listing will not result in a hiring. Even if the terms of a job are entirely out of line with the market, the placement office says that it will do its best to locate a man.

The placement office maintains a record of virtually all the information given on a job by the employer. However, no attempt is made to solicit additional information about a job listed by an employer. If an employer specifies nothing more than the fact that he has a vacancy in English, the job is listed as one in English with no further information. Of course, some of the information from employers is more accessible to candidates than other. A brief statement which has been abstracted from the employer's letter of notification is made available for perusal by all interested candidates. The letter and accompanying information are placed on file for reference by the placement counselor, but candidates usually do not have access to this file. In addition the placement office tries to maintain a complete set of catalogs from schools that list vacancies. These catalogs are made available to candidates.

Since most employers do not inform placement agencies when they have filled a job vacancy, the Michigan placement service does not expend a great deal of effort trying to eliminate those jobs which have been filled. Of course, if it does learn that a job has been filled, the vacancy is crossed off the listings. As a general precaution the placement office encourages candidates to consider listings over six weeks old as unlikely prospects. However, if a candidate is particularly interested in such a vacancy, he is not prohibited from asking that his credentials be sent to that institution. No vacancies are carried over from the

preceding year and no attempt is made to determine whether any of last year's vacancies are still unfilled. An employer who does not fill a job in one year is expected to renotify the placement service of his vacancy.

MATCHING

The Michigan placement service leaves as much of the responsibility for selective matching to the employers and candidates as is feasible. Instead of identifying the one or two most qualified candidates for a particular position, the placement office attempts to locate all individuals who might be interested and could qualify. Although the main concern here is for the candidates, this method does offer a wider visibility to jobs than might otherwise be the case.

When a new vacancy announcement is received, the three-by-five card file on candidates which is arranged by discipline is consulted with the intent of finding all persons who might be interested in the job.

In the search for the right candidate for the job, the candidate's interest and the employer's interest are usually given equal consideration. Although an effort is made to inform all qualified candidates who might be interested in a given vacancy, job specifications, when adequate, are closely followed. Too much time and too much expense are involved on the parts of the placement office and the employer to justify notifying other than the well qualified candidates.

The candidates are notified of a vacancy by a form which describes the job. Theoretically, as many as 100 candidates could be notified about a single vacancy. But whenever there actually is a large number of potentially interested candidates, the preference specifications and the employer demands are interpreted more rigidly so that, at any one time, notices of a vacancy are unlikely to be sent to more than ten candidates.

When a candidate is interested in a particular job, he is instructed to write a letter of application to the employing official and to request the sending of his credentials. Undoubtedly, the practice of sending credentials at the candidate's request without any indication of the employer's interest in the candidate results in a good deal of nonproductive expense. A possible alternate procedure could be to ask registrants to include a brief resume in their letter of application and then have a full set of credentials sent after the employer has expressed some real interest.

The average candidate receives from two to three notices of vacancies up to about 25. It is interesting to note that the placement service has a relatively good average in candidate response. In the early part of the year, when a candidate's preferences have not been clearly indicated by the rejection of a sufficiently large number of jobs, the placement service receives around a 50 percent affirmative response from candidates who want

to have their credentials sent to employers. Near the end of the recruiting season, after the placement service has learned the reasons why candidates have not applied for certain jobs, the average of affirmative responses goes up to around 90 percent. This clearly indicates the placement service's concern for candidate preferences in matching.

Consistent with the philosophy of giving vacancies a wide visibility and letting employers make the discriminating matching decisions, job vacancies are also given an open listing. All vacancy notices received are arranged by discipline in a book and are available to the candidates at any time. The jobs are described in some detail . Any candidate may ask that his credentials be sent to any of the employers. Thus, the placement office is more of a referral service than a recommending agent. It is mainly concerned with making vacancies known to candidates. No employer will be told about a candidate usually unless the candidate requests that his name be sent to the employer or indicates that he has made application to the employer. However, occasionally an employer will request that credentials be sent without notifying the candidate. This will be done.

If employers themselves wish to make a more refined selection of candidates on the basis of a detailed evaluation of qualifications, they are encouraged to do so, either at their own institution or on the Michigan campus. During the 1963-64 recruiting season 34 collegiate recruiters scheduled appointments with prospective candidates at the Michigan placement office. Several recruiters--including representatives from the Cooperative College Registry, the Methodist Board of Education, and the Wisconsin Board of Regents of State Colleges--were acting as recruiting agents for a large number of employing institutions. These recruiters prefer to interview in February and March, though some come as early as November and as late as June.

Visiting representatives are announced by notices to registrants currently within reasonable distance of Ann Arbor. Notices are sent to all qualified candidates who have made no indication that they would not be willing to teach at an institution such as the one represented by the employing recruiter. If a candidate is interested, he sets up an appointment which will usually run for about half an hour. Not including the recruiters from the Cooperative College Registry and the Methodist Board of Education, through these appointments the 34 recruiters in 1963-64 landed 46 Michigan registrants. Only 16 visits resulted in no hire. Therefore, on the whole, recruiting trips have proved to be quite successful.

One indication of the effectiveness of the Michigan placement service is given by a study of what type of employment was found by the registrants who were seeking jobs to begin in September, 1964. To begin with, Table 1 shows that 93 percent of all registrants entered jobs in higher education. From the data available it is not possible to tell whether the registrants were satisfied with the service or how many candidates actually found

their jobs through the service. It is clear that a very large percentage of those registrants who had expressed a desire to teach in college are doing just that. The "Flight from Teaching" as expressed by the statistics, that approximately 50 percent of all new Ph.D.'s enter occupations other than college teaching, is not the result of the unavailability of acceptable jobs. The decision of new Ph.D.'s not to teach is made prior to the time when a specific job is sought. Very few potential teachers are lost from the profession as a result of their failure to find an acceptable job.

Table 1. Activity of 1963-64 Registrants as Of September, 1964*

Activity	Percent
College Teaching	93%
Public School Teaching and Administration	4
Other (mostly government)	3
TOTAL	100%

Source: Data from the University Placement Service files, University of Michigan.
*Excludes appointments in student personnel and in vocational education.
**Includes those teaching at the University of Michigan.

Let us consider the jobs accepted in college in more detail. The fact that a majority of the registrants accepted positions in the Middle West, though only one-third of all jobs are in this region, suggests the existence of a regional submarket for academic personnel. As indicated by Table 2, the South and West were not popular: though the two regions together employ about 50 percent of all college faculty, they attracted only 25 percent of the Michigan registrants. Since vacancy listings by the placement office are less disproportionate than the actual placements made, one is led to the conclusion that the distribution of placements reflects more the preferences of candidates than the know-

ledge of job opportunities.

Table 2. College Teaching Jobs Accepted by University of Michigan Registrants by Region, 1963-1964*

Region	Accepted by Michigan Registrants	All Jobs**
North Atlantic	20%	16%
Middle West and Plains	55%	33%
Southeast	13%	20%
West and Southwest	12%	31%
TOTAL	100%	100%

Source: Data from the Michigan placement office files and the U.S. Office of Education, Statistics of Higher Education 1957-1958 (Washington: G.P.O.), p. 90.
*Excludes jobs accepted at the University of Michigan.
**Chi-square test indicates that columns one and two have significantly different distributions.

Regarding the quality and prestige of schools, placement office registrants tended to locate in relatively poor schools.[2] Among the schools listed by registrants, good schools were under-represented and poor schools were over-represented. The comparison is made in Table 3. The data tends to confirm the hypothesis that the top-rated schools are not hiring through formal channels and that the candidates who are not directed toward careers in the most prestigious schools are the ones who

2. It is important to point out that inbreeding placements are not considered.

find the informal market to be least adequate. Formal placement services are used by prestigious schools, but only rarely.

Table 3. College Teaching Jobs Accepted by University of Michigan Registrants by Quality of School, 1963-64*

Quality of School**	Jobs Accepted by Michigan Registrants	All Jobs***
Top 10%	3%	10%
Top 11-20%	6%	10%
Top 21-80%	58%	60%
Bottom 20%	33%	20%
TOTAL	100%	100%

Source: Data from the Michigan placement office files.
*Excludes Junior Colleges.
**Quality ratings are from David G. Brown, Academic Labor Markets.
***Chi-square test shows differences to be significant at .95 confidence.

One explanation of why the more prestigious schools do not make more use of the placement service is suggested by the nature of the registrants. The predominating group of candidate-users are graduate students without Ph.D.'s who are seeking their first jobs. Sixty percent of all 1963-64 registrants were in academic residence during the recruiting season and, among this group, four out of five would not receive the Ph.D. by September, 1964. It is reasonable to hypothesize that a large number of this group were seeking interim jobs while they completed graduate studies.

Yet not all registrants were on campus. Forty percent of the registrants were off campus (mostly teaching) during the recruiting season. Only two out of five off-campus registrants had not completed the Ph.D. by September, 1964. This large percentage of off-campus registrants is a testimony to the success of the placement personnel in conveying during the registrants' undergraduate years the concept of a life-long placement service.

As a final comment on the matching of jobs and registrants, it is interesting to note that the registrants did not express an overall preference either for large schools versus small schools or for public versus private schools. The distribution by discipline of jobs accepted is similar to that of registrations in that the excess supply disciplines are over-represented.

ADMINISTRATION AND POLICIES

The college placement service is staffed by a division director, an administrative assistant, and a secretary. The director spends about two-thirds of his time solely on college placement activities. The administrative assistant spends about two-thirds of her time, and the secretary is full-time. A major portion of both the director's and the assistant's time is devoted to interviewing candidates. The administrative assistant is primarily responsible for developing lists of candidates to whom vacancy notices might be sent, and the director reconfirms her judgment. In addition to these three persons there are several employees who specialize in one or more areas of the mechanical operations. For example, there is a receptionist, a credentials receiver, and a person who compiles folders.

When a candidate comes in to register, the receptionist gives him a four-by-six inch "in process" card and a packet of forms necessary for registration. The "in process" card includes name, address, degrees held, major and minor, and other summary information. It is to be filled out at the office, returned to the receptionist and filed. The candidate takes the packet home in order to complete all of the necessary forms.

The packet includes the following: a personal data sheet (demographic statistics, education, experience), a sheet for listing graduate courses and instructors, an unstructured form to summarize additional qualifications (special abilities, further information about the kind of position preferred, membership in professional and civic organizations, honors, travels, publications, etc.), a candidate's page on which the candidate is to write a short story of his life for use by the placement service only, recommendation forms for distribution, a brief statement of suggestions concerning recommendations, a Kardex card which summarizes all the pertinent information on the candidate, a class schedule for use in scheduling interviews, and a list of detailed instructions.

In addition there is a contract card which, when signed, binds the candidate as follows: to reply promptly to all communications from the placement office; to inform the office at once about job applications and job acceptance; to send immediate notification of a desire to withdraw from the active list; to keep the office notified of changes in address, phone number, promotion, title, rank or salary; to consider all vacancy notices as confidential; to authorize the placement office to wire or

telephone collect regarding vacancies.

The candidate returns the packet to a staff member who checks him in by noting if the forms are properly filled out. He then sees the college division secretary to arrange a personal interview. The packet of forms is passed on for processing. A large manila envelope is issued on each candidate. On the outside of the envelope is recorded the candidate's name, the year in which he first registered, and the names of his references to be checked as they come in. The candidate's personal data sheet, additional qualifications sheet, graduate courses sheet, and recommendations (which often need retyping) are paper-clipped into a cover and placed in the folder. The contract card is placed in a master file.

The Kardex card is forwarded to the division director for filing. The director also receives the folder, which he reads immediately prior to an interview with the candidate. The candidate is interviewed by both the director and the administrative assistant and is then urged to study the books containing vacancy notices. The administative assistant summarizes the information gained from the interview together with that contained on the application form and types out a three-by-five card on each candidate. This card is filed in the assistant's file by field and then by alphabet. Before it is finally filed, the folder goes to the secretary who records the name and address of the candidate in a book of mailing addresses.

Since the vacancy announcements are handled with the same care and detail as candidate registrations, it is obvious that the placement operations at Michigan are not inexpensive. Disregarding all overhead, the personnel costs for the director, assistant and secretary alone were approximately $16,000 for 1963-1964. Dividing this salary figure by the number of registrants, the cost for servicing each registrant amounts to an excess of $25. Taking into account the college division's proper share of overhead and other expenses, a more realistic figure would probably be almost $50 per registrant. Therefore, University of Michigan students and alumni are receiving free a service which would otherwise be quite costly. This relatively high cost of placement operations is justified primarily by the quality of service provided but also by the fact that a well run placement office is good public relations.

As a matter of policy, the emphasis of the placement effort is directed toward the candidate. The placement office feels that its first obligation is to candidate placement. In order to provide a good service, though, the office realizes the importance of maintaining good relations not only with the candidates but also with the graduate faculty at Michigan and with potential employers.

As is often the case, the placement service has met with some difficulty in its relations with the graduate faculty. Although there has never been the problem of unharmonious relations between the two groups, there has been the constant difficulty of a lack

of relations. In order to build up a better communication between the two groups, this year the placement office conducted for the first time a luncheon meeting with representatives of the academic departments in order to discuss the placement services offered. Of course this is not the full solution, for there will always be some faculty who resent the "professionalization" of placement and will refuse to cooperate. But the placement office is aware of the difficulties which face it, and whenever possible seeks to develop informal relationships that lead to the breaking down of the traditional suspicion with which a newcomer is greeted.

In an effort to build up relations with employers, the placement office is trying to free time for the staff to visit department heads and deans at their home institutions and to promote the service. This technique of getting out and meeting the employers proved valuable in relations with high school employers and appears to have equal promise in the college area. Another innovation that the placement office is working toward is to transfer much of the time-consuming paper work to the computer for processing.

Although it is impossible to estimate the true value of a placement service, there are certain characteristics that give the Michigan placement bureau the mark of high quality. The primary feature is its concern for candidates and the accompanying effort to satisfy candidate preferences. Together with this is the policy of giving job vacancies as wide a visibility as possible, a measure which undoubtedly helps to stimulate the market. Finally, there is the continuous effort to improve relations with faculty and employers and to facilitate the mechanical operations within the office. Because of the interest and care with which the Michigan placement office handles its activities, this already fine service will surely continue to develop into an even better one.

The University of Michigan
Ann Arbor, Michigan

ACADEMIC PLACEMENT AT
COLUMBIA UNIVERSITY

with the cooperation of

The Division of Teacher Placement

Columbia University provides a placement service specially designed for college level teachers. The procedural activities of preparing credentials at the Columbia office are fairly standard. It is the philosophy and orientation of the Placement Office that are distinctive. Therefore, in this presentation the stress will be placed upon these distinctive features rather than a complete description of all the services provided.

PHILOSOPHY OF PLACEMENT

The Office sees its major role as assisting Columbia graduate students in their search for teaching positions elsewhere, the form of assistance being determined by the preferences of the users. Rather than trying to be the primary locus of college teacher placement, the Placement Office operates as a service organization which lightens the administrative busy work of placement activities being conducted by individuals and departments on campus.

Job seekers are encouraged to be self-reliant by applying directly to schools for jobs and by seeking other means of placement assistance. The usual procedure is simply to point the candidate in the right direction by suggesting schools to which he might apply. However, if there is some special reason that the Office may be more successful in locating an offer for a very exceptional individual, it will make an effort to find a job for him. Individual faculty members and department offices are also encouraged to conduct their own placement activities, but they are urged to let the Office assist whenever and however possible.

The Placement Office recognizes the crucial importance of establishing a good working relationship with the faculty. Whereas the Office can help the faculty by relieving some of the burden of the excessive correspondence required in placement activity, the faculty can assist both the Office and the

candidates by adding its professional and special knowledge of jobs and candidates to the matching process. Ideally, a free interchange of knowledge between faculty and the Office is most desirable, and at Columbia such an interchange is continually being encouraged. If the Placement Office receives a vacancy, it will consult with the department (usually the chairman) for suggestions of likely candidates. The Office will also accept the responsibility of sending out candidate credentials at the request of individual faculty members. Similarly, it is hoped that when a faculty member learns of a job vacancy he will consult with the Placement Office to see if there are any additional candidates who might be referred along with those he has selected.

CANDIDATES

Getting candidates to use the Placement Office involves making both graduate students and alumni aware of the quality and character of the services offered. It also involves making graduate students aware of the importance of having a permanent file of credentials, whether or not this file is needed in securing their next job. In encouraging candidates to list with the Placement Office emphasizes two points: (1) Because recommending professors may retire, die, or simply forget an individual student's over-all record, it is very important to get letters of recommendation as soon as possible; (2) Whereas an individual professor will recommend one or two of the best qualified candidates for a given job on the basis of his personal judgement, the Placement Office will notify a wider range of qualifying candidates of the opportunity to apply for the same job opening.

The graduate students' first introduction to the Placement Office is in the orientation meeting at which the director of academic placement speaks. Nearly every year additional meetings are also held with the graduate clubs of History, Economics, English, and other disciplines. Working closely with department chairmen, the Office encourages each department to send out a one-page memorandum to degree candidates suggesting procedures for finding a position. An example is shown below:

> To: Degree Candidates
> From: The Department of English and Comparative Literature
> Subject: Placement
>
> This memorandum should be studied carefully by all candidates who will be seeking teaching positions to begin after the end of the present term or present academic year. You are urged to give it your consideration at once, since most fall positions are filled by early spring.
>
> The University, through the Department and the Division of Teacher Placement, stands ready to assist you as you start out in teaching and throughout your teaching career. Everyone desiring such assistance should register with

the Division of Teacher Placement, located at 607 Dodge Hall. Appointments for registration should be made as soon as possible by telephoning extension 2055.

You can be recommended for a position either by the Department or by the Placement Office. Through these two avenues the University tries to give you the widest access to available teaching positions, and the employers the best teaching talent that Columbia can supply.

The interviewing officer of the Placement Office will guide you in setting up the file of vita sheets and letters of recommendation that is essential to Columbia's placement procedure. Many graduate students do not realize until too late the importance of gathering these letters of recommendation as they go along, to cover each important step in their professional careers. The vita sheets are your permanent link with the University. You should be sure to keep them up-to-date both now and during your years as a teaching alumnus, reporting to the Placement Office such things as change of address, progress toward the degree, significant changes in professional status, publications, and honors received.

Each graduate student must take the initiative in planning his own teaching career. He should carefully study the literature available in the Placement Office and in the Department bulletin boards. The Office of the Dean of the Graduate Faculties may be conulted for information on post-graduate fellowship offerings in the United States and abroad. The School of Library Service on the sixth floor of Butler Library has a complete file of college catalogues.

Those who plan to attend the December meetings of the Modern Language Association will wish to set up appointments in advance by registering with the MLA Faculty Exchange. Blanks for this purpose can be picked up at the department office, 602 Philosophy Hall; each student will mail these blanks, when completed, directly to the Modern Language Association. It is also advisable for the student to be registered in the Department's placement file. Consult the departmental secretary about precedure.

In short, the Department and the Office of Teacher Placement will be happy to advise you at any point, but the responsibility for making effective use of Columbia's placement services rests with you, the student.

Note that this memorandum mentions the importance of the services that the Placement Office provides, such as the permanent maintenance of recommendations. The emphasis, however, is placed upon the candidate's taking the initiative in his search for a teaching job.

Developing close working ties with the faculty also results in candidate enlistment. Graduate faculty members are encouraged to counsel their students to pursue jobs by as many means as

possible, including the Placement Office. By informing departmental faculty of job openings which are sent directly to the Office and asking for suggestions of qualified candidates, the Placement Office often finds candidates who have not yet completed their credentials and can be persuaded to do so by the stimulus of the particular job.

Encouraging alumni to register is as much a part of alummi relations as it is of placement. Many departments at Columbia University traditionally send out an occasional newsletter to graduate alumni. Every few years the Placement Office requests that an article be included on the placement services offered to alumni. In recent years the Office has promoted the founding of newsletters in several departments that did not previously have that tradition.

Conventions also provide an opportunity to contact alumni. In some of the larger disciplines such as French, English, History, and Economics, Columbia rents a suite at the convention and usually entertains with a cocktail party for alumni and potential new faculty members to drop in and discuss employment matters.

The Placement Office services are offered without charge to all persons who have earned at least 12 credit hours at Columbia. Most graduate students are fully aware of these services and, in spite of the fact that they are not required to do so, a high percentage actually register. The registration process is comprised of three steps: (1) an interview with the member of the Office staff who specializes in the candidate's discipline, (2) the completion of resume forms, and (3) the distribution of requests for letters of recommendation.

During the interview, which generally lasts about thirty minutes, the applicant's qualifications, aspirations, and job preferences are discussed in detail. The interview provides an opportunity for the counselor to get to know the candidate as a total personality before he is itemized on pages of a questionnaire. Both new and reactivating registrants are encouraged to have the interview, and in the fiscal year 1963-1964 there were 1,238 such interviews held--an increase from 1,000 in 1962-1963 and 815 in 1961-1962. The 1963-1964 statistic represents nearly 50 percent of all active candidates and includes almost all of the 550 new registrants.

Instructions concerning letters of reference are given in the informative, 15 page booklet, Columbia Assistance in Your Search for a Teaching Position. This booklet is distributed to all persons seeking help from the Placement Office for the first time. The passage on recommendations follows:

> At your interview you will be given several recommendation forms which briefly describe the sort of information that is wanted and provide space for the letter of recommendation itself. It is your responsibility to send or give these forms to three or more people whose comments will be pertinent to your teaching application. These recommendations are then sent direct to the Placement

> Office by the writers, who have been assured that their appraisals will be held confidential--an agreement that greatly increases the value of the recommendations.
>
> Copies of these letters are furnished to employers who have indicated an interest in your application--whether that application was made through the Placement Office, a faculty member, or your own initiative--and they are of inestimable importance to your application. ...Each significant advance in your professional career should be recorded in letters of reference. The completion of the Master's degree, the passing of the Doctoral oral examination, the defense of the dissertation, every teaching position you have held--each event warrants a letter from the person most qualified to comment upon it. The more significant advances may merit more than one reference, but it should be kept in mind that degree of familiarity with your qualifications is a more important criterion than is the number of references in your file.

Unless considered outdated in the judgement of the placement office, all letters of recommendation are submitted without revision to interested employers. The candidate does not have the option of eliminating any letters, and he must choose whom he wants to recommend him before distributing his requests. Recommendations are not solicited from persons who are not listed by the candidate. It is strongly suggested that candidates keep their records at the Placement Office current by requesting recommendations from the persons most familiar with significant advances occurring after the original registration has been completed.

At registration time the candidate is asked to indicate his preferences: geographic limitations (almost half of the registrants insist upon locating in the New York metropolitan area), starting date, extent of work (full- or part-time), type of school desired, willingness to locate outside the continental U. S. A., minimum salary and rank, and special constraints. Preventing preference information from becoming outdated is a major problem which can only partly be solved by an annual follow-up.

Each October, all active candidates are asked to indicate the results of their activity during the past year and to indicate whether or not they wish to remain in the job market during the coming year. At this time candidates are urged to bring their resumes up to date by listing recent achievements (e.g., publications) and by revising their previously stated preferences. In this follow-up form the candidate is also given the option of indicating either that he is quite serious about changing jobs or that he will only consider a job change under unusually exceptional circumstances. Such information is extremely helpful in determining what types of jobs to refer to a particular candidate and avoids the burden of a large number of useless referrals. But there is still the problem created by the fact

that many persons fail to respond to the follow-up request since they have already found a position and have no immediate need for further assistance.

In the previously mentioned booklet, candidates are given specific information and advice on how to seek jobs via other avenues. In seeking faculty help, the candidate is advised to contact the professors who know him "best and most favorably" and to furnish these professors with basic information, such as terms and time of availability and locational preferences. Regarding letters sent directly to potential employers, the candidate is advised as follows:

> For the person with a doctorate, there is a certain professional prudence in not making independent inquiries to other schools unless there has been some previous contact with the appointing officer. However, if you do not yet have your doctorate and are available for teaching, you may quite properly send general inquiries to the schools which interest you. When the enrollment of a school is less than one thousand, the inquiry is generally addressed to the president or academic dean; if the enrollment is much over a thousand, the approach would normally be made to the department head. Full names and titles can be found in the directories and college catalogues filed in the library....
>
> In making these unsolicited contacts to uncover possible teaching positions it is good practice to enclose a copy of your personal resume with a fairly brief letter. The psychological advantage of always using "originals" or mimeographed copies of your resume is worth the trouble. At this point, either in your letter of application or resume, you should state that your credentials are on file with the Columbia University Placement Office, and give the exact address....

In addition, the booklet discusses the general opportunities and requirements for teaching at various levels and in various types of schools.

Finally, the following advice is given on "The Ethics and Etiquette of Placement:"

> Misrepresentation of any part of his record--academic, personal, or professional--disqualifies the applicant.
>
> Information received from a placement officer about a specific position is intended for the candidate's personal use only. If the candidate is not interested in the position, he is free to recommend to the placement officer another person who might be interested and qualified, but it is a breach of faith to share that information with another candidate.
>
> A candidate is not obliged to accept a position for which he has been interviewed. Similarly, he must not

assume that a position has been offered to him because an employer appeared enthusiastic about his qualifications.

There is no reason why a candidate may not negotiate with several appointing officers at the same time, but as soon as he accepts a position verbally or in writing, he should promptly inform... [all parties concerned].

A verbal acceptance should be followed by a written one, for the protection of both employer and teacher. The salient terms of the offer agreed to orally should be explicitly confirmed in the written acceptance.

A candidate is ethically committed to his verbal acceptance. To delay the return of a signed contract, if one is involved, in order to follow up other leads is unprincipled.

If after accepting a position, a candidate is offered a better one, he may request a release from the former, but he should not expect it if his request comes late in the placement season. Under no circumstances should a contract be broken.

In submitting his resignation from a college post, a teacher should allow sufficient time for the school to make its adjustment. The Bulletin of the American Association of University Professors recommends, as a general rule, that a professor or an associate professor give not less than four months notice, and an assistant professor or instructor not less than three months.

Teachers already in the service of a school may, without consulting their superiors, entertain informal inquiries about their willingness to change positions under specified conditions. If a definite offer follows, however, the teacher should not accept it unless he is able to give proper notice or receives permission from his superiors to reduce or waive notification requirements.

An indication of the extent to which the Placement Office assists candidates who are seeking jobs on their own is represented by the statistics of credentials sent out. During 1963-1964 nearly 7,000 sets of credentials were sent to employers at the request of candidates. Yet only 1,945 of these sets were sent for jobs which were listed with the Office. This means that over two-thirds of the credentials were sent for jobs which the candidates had located by some means other than through the Placement Office.

VACANCIES

Known vacancies are more than plentiful. In 1963-1964, there were 3,675 "positions available" listed with the Placement Office. This figure represents one-tenth of all positions which were to be available in September, 1964 and almost certainly includes

a majority of the available jobs which would interest the candidates registered at Columbia.

More often than not, knowledge of vacancies comes through the mail in the form of mass produced announcements. Since Columbia has long been a major producer of college teachers and many Columbia alumni are now in important positions as hirers, few employers omit Columbia from their mailing lists and many mail to Columbia first. Supplementing the mass announcements, especially for jobs in the better schools, are the vacancies referred to the Placement Office by the graduate faculty. Many faculty members, stimulated by discussions with the head of academic placement, will tell the Office about jobs for which they have been asked to recommend candidates. They may ask the Office to make recommendations, or they may make recommendations themselves and ask the Office to make any additional suggestions it might have.

Another technique used to increase the number of known vacancies is the maintenance of a suite at several of the major disciplinary conventions. A month prior to the conventions, the head of academic placement informs employers who will be attending the conventions about the suite and invites them to meet with the representatives from Columbia.

Although the Placement Office maintains basic profiles of job vacancies, including salary range, rank, and discipline, the responsibility for finding out the details concerning a job rests with the individual candidates. For jobs in the New York area, where candidates far outnumber available jobs, registrants are given a list of colleges and universities and asked to seek vacancies on their own. In the whole procedure of supplying candidates with vacancy information, the Office regards its function as a liaison agent rather than the final source of information.

Because of the large number of vacancies which flood the Office, it is impossible to counsel individual employers about the adequacy of the terms they offer. Therefore, the Placement Office accepts the specifications as stated and when the specifications are unrealistically demanding, it simply does not refer candidates.

In recent years recruiting trips by employers have become increasingly common. The department chairmen from relatively prestigious schools often visit the Columbia campus before the convention meetings of their disciplines. While on campus they ask to have appointments arranged with the more promising candidates. There are also employer visits simply to develop contacts and not to pursue interviews. This kind of visit is typical engaged in by recruiters from the less prestigious schools and often occurs after the discipline's convention.

MATCHING

Matching is the key to the placement process and requires imagination. Columbia, with its large supply of registrants,

may have ten or fifteen candidates who meet the minimum specifications for a given job. To determine to whom the job should be referred, the counselor must develop an understanding of subspecialties within the fields and an appreciation of the less obvious qualities of the candidates and the jobs. For example, the counselor not only should know how many articles a man has published and where they were published but he also should be familiar with the significance of the journals in which the publications appeared. Similarly, the counselor must have some sensitivity for the sort of person a given department might want and what its chances are for getting such a person.

Sensitivities of this depth can be developed only by persons who are well acquainted with the discipline--preferably those who have worked in the discipline as a college professor. Although only one of the three persons involved in the matching process at Columbia is an ex-college professor, the work of the counselors can develop a deep understanding of the disciplines with which they work. In some cases the counselor virtually becomes a member of the disciplines by attending the conventions, taking coffee breaks with the faculty, and talking shop with the registrants. Knowledge of the qualitative aspects of the candidate, the job, and the profession are prerequisites to proper academic matching.

When a counselor is not faced with the problem of selecting from too many candidates, he is often confronted with the problem of there being too few available candidates for a particular job. When an employer has a specialized demand, it is sometimes necessary to interpret and stretch the strict job specifications. For example, if a school asks for a Chaucer specialist and there is no Chaucer specialist available, the counselor must decide whether he should refer a specialist in early English literature. Perfect compliance with either the candidate's preferences or the employer's job specifications is often not possible, and the counselor must be ~~able~~ to sense when and how to interpret the requests.

The general approach to matching is to provide broad visibility for both candidates and vacancies. Job openings are ordered by discipline in summary form on legal length papers so that approximately twelve different jobs can be placed on one page. Each summary is arranged and coded as shown in Exhibit I. All items are typed in except the referrals, which are written in pencil by the counselor. If the candidate does not reply to the referral of a job, nothing appears after his name (as illustrated by Doe). If the candidate replies that he is not interested in the job, an "x" is placed after his name (as illustrated by Smith). If the candidate indicates an interest and would like his credentials referred, a check is placed after his name (as illustrated by Jones).

A similar technique is used to list candidates. In this case, however, strips of cardboard are inserted into a metal page of a flip-over file. Each page contains about 50 names, which are arranged first by discipline and then by level of preparation. As shown in Exhibit 2, the information contained on each strip is extensive and must be coded to save space.

EXHIBIT 1

	Rank	Salary	Sub-specialty	Geographic Area	Degree Requirements	Date Available	Referrals
School Name	11	875	E5	Z	Ph.D.	9/65	Smith x Jones ✓ Doe
Address							
Hiring Official							

EXHIBIT 2

Birth	Education Level	Experience	Name of Current Job	Field	Rank	Salary	Kind of School	References	Location	Publications	Urgency	Rating	Referrals
14	1	C B	U. of Ala	Eq	11	700	1 11	vgl	Z	O	L	B	

When a matching has been completed, the registrants are informed of the job by a return form. If a candidate is interested, his credentials are Xeroxed and sent to the potential employer. The Office usually mentions the same job to several candidates so that each one may have a chance to view several different job options. Except when the numbers involved are unmanageably large, the Placement Office tries to inform a candidate of all jobs for which he qualifies so that the candidate himself, who knows his preferences better than anyone, can make the decision to apply or not.

The same approach is used when dealing with employers. The Office feels that it is impossible to know a candidate well enough from his credentials, his letters of recommendation, and a relatively short interview to actually recommend him. Therefore, the Placement Office refers all qualified candidates who are interested in a given job and lets the employer do his own evaluation and selecting. Thus, the Office only refers candidates; it does not recommend them.

On the average, each registrant was told about two and a half jobs during 1963-1964. Of course the range of referrals was quite wide, with some candidates receiving twelve or fifteen referrals and others receiving none. The average candidate was interested in one-third of the jobs referred to him. That is, he asked that his credentials be sent to about one job. Again, variation among candidates was great. Finally, from every four sets of credentials sent out, approximately one placement occurred. Some of the data upon which these observations are based is included in Table I on the following page. The ratio of known placements to active candidates was slightly under one to six. One of the main placement difficulties experienced was the strong preferences of registrants for jobs in the New York metropolitan area. Forty-four percent of the registrants indicated that they were unwilling to locate outside of New York, whereas only nine percent of the jobs listed were in this geographic area.

Both registrants and jobs were diverse. Less than 25 percent of the registrants initiated their registration during the academic year 1963-1964. The remaining 75 percent were carried over from the preceding year. This indicates that many alumni and graduate students who are not actively seeking jobs are using the Office. Vacancies and candidates were listed in almost every field. Registrations were highest in the disciplines where jobs are most difficult to find and lowest in the areas where candidates could easily find good jobs by other means.

Table I. Candidates, Vacancies, & Referrals--1963-64

Candidates Available	2645
Jobs Available	3675
Number of Referrals Made to Candidate	6034
Credentials Sent to Listed Vacancies Upon Request	1945
Placements	412

Source: Files of the Academic Placement Office, Columbia Univ.

425 West 117th Street
New York, New York 10027

PART III: GRADUATE SCHOOL DEPARTMENTS

DEPARTMENT OF HISTORY,
UNIVERSITY OF WISCONSIN

with the collaboration of

IRVIN G. WYLLIE,
Department Chairman

The History Department at the University of Wisconsin takes an interested and active role in locating jobs for its graduates and alumni. Wisconsin historians regard placement as one of their primary responsibilities and pursue their assignments vigorously. Fellow historians at other institutions, amazed and sometimes irritated by the forcefulness with which the Wisconsin faculty pursue vacancies for their candidates, have dubbed the Wisconsin operation "The Big Red Machine." Although there are undoubtedly other departments in history and in other disciplines which are equally conscientious in their placement efforts, the Wisconsin History Department is certainly among the most organized.

"The Big Red Machine" is a cooperative departmental effort that centers around the directorship of two placement coordinators and makes use of the services offered by the college placement office. The active cooperation of the faculty in writing recommendations and locating vacancies is vital to the smooth functioning of the operation. A summary description is given below.

Position-seeking historians indicate their availability to one of the placement coordinators. The coordinators combine job vacancies located by the faculty with those received by the placement agency and the department chairman. This list of vacancies is published weekly and distributed to the graduate faculty. Major professors solicit each student's interest in jobs which seem appropriate to his potential and, if interest is shown, mention the student's name to the appropriate placement coordinator. The placement coordinator diplomatically adjudicates instances where too many professors submit too many names. Once the nominees are decided upon, a detailed personal letter is addressed to the potential employer. The major professor of each nominated candidate writes a letter of recommendation specially keyed to the particular job. At the same time candidate credentials are forwarded from the placement office. Nego-

tiations from this point forward are usually carried on between the potential employer and the candidate.

CANDIDATES

Graduate students and graduate school alumni are the primary users of the department's placement service, though Wisconsin faculty and visiting faculty are also eligible. Although graduate students are free to seek jobs on their own, almost all find their first jobs through the department. Each fall the department chairman and the placement coordinators meet with the graduate students to explain the system. Students seeking placement assistance are instructed to develop a set of credentials, including references, at the university placement office, and to complete a brief curriculum vita to be held by the placement coordinators. At the time of registration each candidate pledges that he will consider seriously all job offers referred to him by the department.

Publicizing the availability of the placement services to graduate alumni presents a greater problem. Although many do, a good number of graduate alumni never think to come back to their graduate department for assistance in finding their second, third, or fourth jobs. In order to promote the concept of progressive placements, every effort is made to reassure on-campus graduate students that Wisconsin will always be available as a source of placement help. Contact with most of the graduate alumni is maintained through graduate school contemporaries who are currently on the Wisconsin faculty, a major professor with whom the alumnus has kept in touch, or renewals of acquaintance at association meetings and conferences.

The department feels duty-bound to help all who desire placement, the least as well as the most meritorious. If a person has received graduate credits in the Department of History at Wisconsin, the faculty will work with him in finding a job. This does not mean, however, that all candidates are referred to the types of jobs for which they might think they are qualified. Candidates are only referred to jobs that match their particular abilities and training.

Referral of poorly qualified candidates presents a real problem for the coordinators, since the department receives very few low-qualification job notices. Most of the jobs that come to the department require at least an M.A. In many cases, therefore, the poorly qualified candidate is better served by working through the university placement service where there is more traffic in junior college and high school vacancies.

Placement services are by no means limited to active job seekers. The Wisconsin faculty often suggest alumni who have given no indication of their desire to move. This is especially true when there are vacancies which are unusually attractive and require extensive experience. A card index file is currently

being developed to list all Wisconsin Ph.D.'s by field of specialization, including administrative experience. This file will enable placement coordinators to draw upon a large number of names when they are seeking the right match for a job vacancy. However, in any case where there are two equally qualified candidates of whom only one is seeking a job, the job seeker will ordinarily be recommended.

The placement coordinators keep close tabs on the availability of individual candidates. They do not want to find themselves in a position of recommending a man as available when he actually is no longer in the market. Since many graduates are overly optimistic about the date by which they will complete their thesis frequent checkups regarding availability are necessary.

In addition to the informal knowledge of the graduate faculty, information for use in placement is maintained at three different points on campus. First there is a biographical summary for each candidate retained by the placement coordinators. In the summary many of the traditional data such as place of birth, nonprofessional work experience, and citizenship status do not appear. Instead the emphasis is on scholastic awards and honors, publications, fields of specialization, and dates on which degrees were and will be conferred.

The second information depository is the departmental folder, which includes the candidate's undergraduate and graduate transcripts, his application to graduate school, and virtually all correspondence received from and addressed to the student. This file is readily accessible to the placement coordinators. The third source of information is the placement folder maintained by the college teacher placement office. It contains a resume and approximately six recommendations, which are the documents mailed in the form of a dossier to potential employers upon the request of the placement coordinators.

The candidate is urged to get as many letters of recommendation from as many diverse sources as possible. Though not required to do so, the candidate is encouraged to include at least one recommendation from someone who knew him at each stage in his career--an undergraduate professor, several graduate school professors, and (if applicable) each subsequent employer. It is the candidate's responsibility to see that the recommendations are received by the teacher placement office, which keeps the recommendations as a permanent record.

The candidate's major professor has the right to use his discretion in withdrawing any of the letters of recommendation which, in his judgment, do not serve the candidate's best interests. However, outright removal of such a letter is rare. More often, when a poor recommendation is received, or when the composition of a letter seems to give the wrong impression, the major professor will diplomatically ask the writer if a second letter might be more in order. In most cases the recommender will agreeably comply. However, it he refuses, the major professor may then choose to remove the original letter from the file, though more often than not he will leave it in.

Most of the responsibility for counseling candidates also falls upon the shoulders of the major professor. Since he is the one most frequently in contact with the candidate, whether a current graduate student or an alumnus, the major professor is in the best position to give the candidate some idea of his situation in the market (e.g., the type of position and the range of salary that he may demand). In supplement to the counseling given by the major professor, the meeting in the fall provides an opportunity to inform candidates about the various methods of job hunting. Here they are told about private employment agencies, the facilities offered by the teacher placement office, and are encouraged to seek job opportunities on their own. The ethic of the department is that if a candidate finds a job on his own, he is given first option on that job; but if the job is not in the area of a man's specialty, he is expected to turn over his vacancy information to the department.

Although the candidate is asked to specify his locational constraints, preferences regarding salary, rank, and other items are usually not solicited. This reflects the whole orientation of the placement effort. Much like a wedding in a royal family, the candidate's destiny is largely determined for him. The department takes a leading role in deciding what type of job would be best for each particular candidate, what level of salary is fair, what rank is justified, and, indeed, whether or not the candidate should accept the job. Although the candidate is always consulted and retains the option of refusing a job, he is "expected" to accept the job that the department finds for him. The department bases this attitude on the unavoidable fact that its placement opportunities will quickly disappear if its candidates make a practice of turning down respectable jobs for which they have been recommended.

The acceptability of this father-son relationship is undoubtedly enhanced by two facts: (1) the department is effective in its job placement activities, and (2) the majority of the candidates placed are current graduate students. The demographic characteristics of the candidates are generally those that would be expected in graduate students who are completing their degrees. Most are around thirty, finishing up their dissertations, expecting to receive their degrees before the beginning of the next academic year, and teaching as graduate assistants at the University of Wisconsin.

About half of the registrants have one or more publications, a reflection of the department's conscious policy to encourage publication while in graduate school in order to facilitate good placement. The department fully recognizes that today publication is the key to mobility and that a man could practically write his way out of Siberia. As far as the actual mobility of the Wisconsin registrants is concerned, a majority have ties to the midwest. However, there are registrants from almost all regions of the country and there is a general willingness to locate wherever the best jobs can be found.

VACANCIES

Obtaining notice of positions available is relatively easy. Locating good positions is another matter entirely and involves the concerted effort of the entire departmental faculty. The secret of finding good positions available is the ability to scramble--to get out and find the jobs and to channel them into the department's general pool. In this respect personal contacts are stressed, but overt publicity is frowned upon. Knowledge about the department's placement efforts is carried by the grapevine. Similarly, since many of the best jobs in history are not widely publicized, notice of positions available must also be gathered by word of mouth.

A casual inquiry at a convention, a brief note from a former graduate student, an addendum in a cover letter accompanying a thesis chapter, an aside in a reaction to a journal article, a comment over a personal letter from a former faculty colleague, a telephone call from a nearby acquaintance--the grapevine carries job vacancies by many routes, and each Wisconsin faculty member is expected to remain alert to them. If a school has been hiring and has not referred its vacancies to the University of Wisconsin, a faculty member may ask a friend why not and then maneuver the vacancies Wisconsin's way. The only general rule in developing vacancies is to remain alert at all times and to scramble.

For instance, when attending professional conventions, each member of the Wisconsin History faculty carries with him a pack of five-by-eight biographical sketches of their student-candidates. The packs are pre-assembled and distributed to the faculty by the placement coordinators. Each sketch in the pack indicates a candidate's field of specialization, major professor, degrees and expected degrees, publications, and awards. With this ready information always with them, the faculty members are able to line up on-the-spot jobs that might otherwise slip by.

Added to the vacancies developed by department members and the chairman are those vacancy notices which come to all graduate schools through both the department office and the teacher placement office. Undoubtedly there is some relationship between the renown of the department and the number of notices which the school will receive, but unfortunately it is not possible to assess the importance of this factor.

During 1963-64, the department knew of job openings in about 350 different schools. Table 1 shows how job vacancies were found although it understates the true significance of informal channels. When an adjustment is made for the quality of the vacancies, informal contacts provided 75 percent of the vacancy notices in the top 20 percent of colleges and only 20 percent in the bottom 20 percent.[1] On the whole, then, jobs learned about

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1. For method of rating schools, see Appendix in Volume 1. The difference stated here is statistically significant by Chi-Square at .95 confidence.

informally tend to be better than the ones which reach the candidate through formal channels.

Table 1. Media of Job Vacancy Notices, 1963-64

Channel Through Which Job Was First Learned	Percent
Announcement to Department	23
Announcement to Teacher Placement Office, School of Education	31
Personal Contact with Department Chairman	20
Personal Contact with Department Member, Other than Chairman	23
Personal Contact with Candidate	3
TOTAL	100%

Source: Files of History Department, University of Wisconsin.

Looking at all the vacancies without regard to source, the predominance of junior ranks and beginning positions is at once evident. Although the lists include a sprinkling of chairmanships and deanships, the average is a $6,000-$8,000 job requiring a young Ph.D. The jobs are scattered by region, size, control, and quality in patterns that conform closely to all faculty patterns. The expected concentration of Middle West colleges is absent. Top quality schools are conspicuously present, and small private schools are represented at least as well as the large public institutions.

The information collected on the job vacancies varies a great deal. For some of the vacancies, information is known about the salary, rank, specific course load and courses to be taught, fringe benefits, and the atmosphere of the community. For others,

the department may know only the specialty desired and the availability of a vacancy. No attempt is made to require the listing of all job vacancies on a standardized form. However, if the department does not know enough about a vacancy to make a specific recommendation, it may ask the potential employer for more information. A referral will not be made unless the department knows that a vacancy exists or has a reasonable expectation that it does.

For all the vacancies received, except those referred by the teacher placement office, the department makes some acknowledgment. This means that every school is either referred candidates or informed that there are no candidates currently available. In cases where the school appears to be out of line with the market, the placement coordinators will suggest to the school that it might need to reevaluate its requirements in light of present market condition. If possible, such a suggestion is made through an acquaintance of the hiring department.

MATCHING

The matching process is an interesting one. The Wisconsin placement effort capitalizes on the already close personal relationships between major professors and their students. The primary matchers have an extensive knowledge of the personal preferences and capabilities of the candidates. As mentioned earlier, every known job vacancy is circularized to all faculty members--but not to graduate students. For any particular job in question, a staff member can suggest a candidate to the placement coordinator. In essence, individual faculty members are responsible for matching.

Because of the large number of students and the increasing number of alumni seeking placement, relying solely upon the memories of the current faculty when looking for qualified candidates is an insufficient means of matching. Therefore, the placement coordinators maintain files, arragned by discipline specialty, of candidates who are actively seeking jobs. After checking with the major professor, the coordinator will often locate and nominate a candidate not suggested by the professor.

Problems can arise when different faculty members suggest several different persons for nomination. Since all nominations are channeled through the placement coordinators, it is at this point that the role of coordinator takes on added importance. When a coordinator receives more than three nominations for the same position, he calls together the professors involved to resolve the issue. The department prefers to nominate no more than two or three candidates for the same position, attempting never to nominate two candidates whose qualifications are directly competitive.

For example, if a school requests a specialist in Early American History, the department may refer two colonial historians:

one who has been teaching for six years and expects an associate professorship, and the other who is just emerging from graduate school. Similarly, the department might refer a new Ph.D. with a specialty in the civil war period along with a new Ph.D. whose specialty is colonial history. The department tries to avoid nominating two new Ph.D.'s both of whose specialties are either the civil war period, colonial history, or any area which is the same specialty. This policy is predicated upon the belief that the department is in the best position to discriminate between two identically-experienced candidates, whereas the employing institution is in the best position to determine which combination of experiences would be preferable in a candidate.

In its matching, the department makes certain that the capabilities of the candidate meet the requirements of the job. Prestige is taken into full account, and a candidate who is not fully qualified for a position will not be suggested. When the department nominates a man for a job, it is recommending him, not merely referring him. The average candidate who registers with the department's placement service is nominated to about four jobs, although the range runs from one to nine or ten.

To date there is very little visiting on campus by potential employers. Most of the schools that now pursue such recruiting trips are either new schools or institutions which have recently converted from teachers' colleges. In most instances these schools go to the teacher placement office for their recruits and do not seek out the departments.

During the academic year 1963-1964, the department placed 61 historians in 54 different colleges and in two high schools. Almost all of the positions were at the assistant professor level. Disproportionately high percentages of placements were in the East and Middle West. Reflecting the faculty's stronger institutional contacts in the Midwest and East and the reluctance of Wisconsin graduates to accept low-paying jobs in the conservative South, jobs in the South and especially the West and Southwest drew far smaller numbers of the Wisconsin historians.

Other than regional differences, generally the pattern of Wisconsin placements follows closely the distribution of new hires. About 20 percent of all newly-appointed faculty teach in small schools (under 1,000 students), and about 20 percent of the jobs accepted by Wisconsin registrants were in small schools. The split between jobs accepted in private and public institutions closely resembles the distribution of new hires.

A disproportionately large percentage of the Wisconsin placements were made in the better schools. Over 20 percent of the candidates from the History Department located in top-rated institutions, a group which accounted for only 13 percent of all new hires.

Table 2. Placements by Region Made for September, 1964*

Region	Percent of Wisconsin Placements	Percent of All Placements
North Atlantic	31	27
Great Lakes and Plains	49	31
Southeast	16	19
West and Southwest	4	23
TOTAL	100%	100%

Source: Compiled from data maintained by the Department of History, University of Wisconsin and the response to our questionnaire.

* Differences are significant by Chi-Square at .95 confidence.

ADMINISTRATION

There are distinct fields for each of the placement coordinators: American History and non-American History. Each faculty member is asked to inform one of the coordinators when he becomes aware of a job opening. When a new vacancy becomes known, the appropriate coordinator writes a brief description of it and gives the description to one of the departmental secretaries. She combines the new description with the others written for the week and types out the weekly circular of new job vacancies for distribution among the graduate faculty. In the circular a four or five sentence description is given for each job. The description includes name and location of the school, rank of position, educational level requested, salary, and any special conditions such as the impermanence of an appointment.

Upon receiving the circular, each faculty member is expected to contact one of the coordinators if he knows of someone who should be nominated for a job listing. If a particular job is clearly defined and is in the specialty area of one faculty mem-

ber, the coordinator will usually contact this professor for suggestions. While nominations are being developed, the chairman acknowledges the vacancy notice and indicates that candidates are being sought and that suggestions will follow.

Once the nominees have been selected and their tentative interest established, the appropriate coordinator writes an impressively long personal letter to the potential employer. This letter describes the two or three candidates recommended and their slightly varying skills or subspecialties with an indication of their education, personality, publications, awards, and so forth. The potential employer is also informed that candidate credentials will be sent to him from the Teacher Placement Bureau and that a letter of recommendation will also be sent from the candidate's major professor.

The secretary who types the coordinator's letter is responsible for requesting these two items from the offices involved. The secretary must complete a request form for the placement office and often will send a reminder card to the professors. The letter itself is typed with three carbons: one for the employer's folder, another for the candidate's folder, and the third to be returned to the coordinator. En route to the files one of the carbons passes through the hands of the secretary who keeps a file on each candidate. She records the job to which the candidate has been referred.

After the coordinator's letter has been sent, there is usually no further follow-up on the part of the department. Negotiations from this point on are conducted by the potential employer and the candidate, who is responsible for keeping the department posted on all further developments. If there is no response from the employer, the candidate usually contacts his major professor who in turn contacts the appropriate coordinator. The coordinator then may get in touch with the employer.

The placement service of the History Department is operated on a shoestring. There is no formal budget for the placement activities, and the expenses incurred (such as the relatively large telephone bill associated with placement work) must come out of the regular departmental budget. Similarly, there is no reduction in the regular work load for those involved in placement. By estimate, the two faculty coordinators spend approximately one-third of their time on placement activities. About 40 percent of the time of the seven departmental secretaries is involved in the placement process. For a full accounting, the time devoted to locating vacancies and writing recommendations on the part of the entire faculty must also be considered.

POLICIES

The History Department regards the placement of its graduates and alumni as a major responsibility. It further recognizes the importance of placing Wisconsin graduates well. As more and more history departments are initiating graduate programs, more and

more competitive Ph.D.'s are entering the market. Therefore, the value of establishing and maintaining mutually satisfactory placement contacts becomes increasingly significant.

In its placement efforts, the History Department works cooperatively with the Teacher Placement Bureau. The department feels that although the placement bureau should not handle the actual matching and placing activities, that it does play a vital role in providing the services associated with compiling and forwarding credentials and referring job vacancies. The department and the placement bureau complement each other. A strong indication of the cooperative relationship between the two offices is the fact that exactly two-thirds of the historians placed by the department in 1963-64 had registered with the Teacher Placement Bureau.

Yet there are still two unsolved problems which the department must continue to work with. The first is the tremendous amount of faculty time that is required. Although there seems to be no way to avoid the large demands placed upon the individual faculty members, some adjustment should be made in the work load of the coordinators. So far, however, the department has been unable to convince the administration of this need.

The second problem is contingent upon the first. Too often a school will list a position as if it were a firm vacancy only later to withdraw it for one reason or another (e.g., not enough money from the legislature). When an organization puts as much effort into developing nominees and has to operate under such compressed conditions as does the History Department at Wisconsin, such false activity is very costly in terms of productive hours wasted.

All of the persons involved readily admit that the success of the operation is highly dependent upon the enthusiastic cooperation of all faculty members. The daily need for faculty cooperation means that the system is ever in danger of being destroyed by apathy and lack of participation. It also brings into question the feasibility of adopting similar techniques for placement in departments that have less esprit de corps. But thus far "The Big Red Machine" has continously maintained an active concern for providing a good and meaningful service both to the employers who come to Wisconsin for faculty and to the candidates who will be their faculty. As long as good placements are made, the system will grow--for as more and more Wisconsin historians get out into the field, the Department has increased contacts. In sum, both faculty and graduate students appear to be well satisfied with the system.

The University of Wisconsin
Madison, Wisconsin 53706

ENGLISH DEPARTMENT--UNIVERSITY OF NORTH CAROLINA

with the collaboration of

DR. FRED THOMSON

Supplemental to the primary efforts of the campus University Placement Service, the Department of English at the University of North Carolina provides a special placement service for its graduate students seeking positions in college teaching. No attempt is made to provide a complete service. Instead, the department views its role as one of communication and consolidation of information, which, when coordinated with the services provided by the University Service, functions as a facilitating component of the whole placement process.

Because of the well entrenched tradition of finding and filling college teaching jobs through the informal channels of the departmental offices and faculty, both employers and candidates call upon the English Department for placement services. However, the department has neither the money nor the time to conduct the desired placement service. The University administration views placement as the function of the University Placement Service and denies all departmental budgetary requests on this basis. Then, too, the faculty members are reluctant to assume the responsibilities of a major placement operation in addition to their normal teaching and research work load.

In its efforts to solve these difficulties, the English Department has arrived at the workable compromise described in this report. By placing the primary burden of paper work upon the University Placement Service, the English Department faculty is able to give valuable counseling and guidance to its graduate students without having to assume much of the work normally associated with the placement operation.

CANDIDATES

Graduate students in English seeking teaching positions are referred to the Department Placement Adviser by the faculty, the University Placement Service, through bulletin board announcements, and by hearsay. Since the number of graduate students is

small and the Department Adviser is familiar with most of the students, it is unlikely that there are any graduate students seeking college teaching positions who do not know of the departmental services available. However, publicity is minimal among graduate alumni, who are eligible to use the service through the mail even though they are no longer on campus. Little effort has been made to inform these alumni of the services available, though a small announcement and some short articles are often included in the departmental newslatter sent to alumni.

The Department Adviser counsels the job seekers, explains the operation of his service, and requests the completion of three forms. The first form is a standard registration form which asks for name, address, marital status, church affiliation, place and date of birth, degrees received and schools attended, thesis title and adviser, field of specialization, publications, teaching experience, and special skills. Also requested is information concerning the level of teaching desired, rank and salary expected, and location desired. For internal use, the candidate is asked about his intentions of attending the next meeting of the Modern Language Association and his registration with the University Placement Service. The second form to be completed is a biographical sketch in the form of a resume.

The third is really a set of forms to be completed at the University Placement Service. Although a candidate is not required to complete registration at the University Service, he is told that the Department of English is of little value without the primary services offered by the University office. At that office the candidate is again asked to complete a registration form--one which is standard for college teachers and non-college teachers alike--and to distribute at least three structured recommendation forms to persons of his choice. Upon the basis of these forms, duplicate copies of a candidate's dossier are prepared by the University Service for mailing to schools which are interested in the candidate.

Eligibility for registration with the English Department placement service is defined loosely. Thus far all who have requested registration have been allowed to register. Undergraduates in the English Department may register, though in fact it is very unlikely that they will find a college teaching position. Finally, department faculty may also register.

In practice, almost all of the registrants are emerging graduate students, about one-third of whom expect to receive their Ph.D.'s by the time they start work. In the course of a typical year there are about fifty-five active registrants, a number which closely approximates the total number of emerging graduate students. Many of the Ph.D.'s and near-Ph.D.'s have registered in previous years while at the M.A. stage. However, registration is not continuous and each year a re-registration is required of all candidates wishing to continue using the departmental placement service.

VACANCIES

Notices of vacancies flow in through many channels. Since the University of North Carolina is a major graduate school, most potential employers direct notices of their vacancies either to the University or to the department. If sent to the University and not directly to the department, the University Placement Service forwards the vacancy notice to the English Department (the department reciprocates). The notices received through the mail constitute over 90% of all received. In addition, the department learns of vacancies from its individual faculty members, who may pick up such information through informal correspondence or at a convention. Sometimes the registrants themselves inform the department service of a vacancy in which they personally are not interested but feel another registrant might be. It is important to note that the department placement service does not actively solicit notices of job vacancies.

Primarily college and university positions are served; on the whole, elementary and secondary school placements are handled through the School of Education. A representative sample of the job vacancies received between September and November 30th of 1965 includes a listing of 52 different schools with vacancies for 1965-66. Conspicuously absent were any schools whose overall rating (quality index) was better than U.N.C.'s; no schools with ratings in the top 10% of colleges and universities were included. Most (two-thirds) vacancies were in the poorer schools. One should not infer, however, that there were no "good" job vacancies listed. Three second-decile institutions registered their needs, and another six which ranked in the twentieth to fortieth percentile. More than one vacancy out of three was at the senior rank, either associate or full professorships, and four of the vacancies were for department chairmen. Slightly less than half of the jobs were in universities, the rest being in junior colleges and colleges.

The regional orientation of the listers is revealed by the fact that 38% of all job openings were in the Southeast, a region which accounts for less than 15% of America's college students. All other regions, but especially the North Atlantic, are underrepresented. The orientation of the listers is toward their discipline, not institution. This is indicated by the fact that over 80% of the hiring representatives were department chairmen, only 20% presidents and deans.

MATCHING

The department does no matching per se. Both candidates and employers make their own selections. The placement service's function is to provide information for employers which will allow them to select candidates and to provide job information which will offer candidates the selection of various opportunities.

Three times each year (November, February, and May) the department prepares one-third page biographical sketches of candidates available for appointment in the following year. The sketches are based on the resume forms completed for registration and are distributed to the persons most likely to be interested in hiring these candidates. In November of 1964, for example, sets of sketches were sent to the department chairmen, as listed in the PMLA directory, at nearly five hundred of the larger and better known institutions. Department alumni, personal friends of department faculty, and many others also receive sets of sketches.

If a potential employer who receives one of these sets is interested in one of the candidates, he is urged to write to the University Placement Service and request a complete dossier. In many cases the potential employers will also write back to the English Department and request more information. In some cases the candidates are contacted directly.

The sketch sets may include anywhere from ten to twenty biographical sketches. All of the sketch sets are arranged by specialty area--medieval and renaissance, 18th century, 19th century, 20th century, and American.

The November sketch sets include only candidates who have already received their Ph.D. degrees or who expect to receive them prior to September of the following year. These are the graduate students who are both most likely to be offered jobs and most likely to accept a job rather than remaining in graduate school. The February and May sets include M.A. as well as Ph.D.'s. By late winter and spring many of the schools have learned that the desired Ph.D.'s are simply not available and have begun looking for a good M.A. or near-Ph.D. Thus, the job-seeking M.A. candidates are timed to appear when potential employers are most likely to be interested in considering M.A. qualified candidates.

The department reports that it has been quite successful in sending candidate sketches around to various schools. Although it is impossible to determine how many schools have become interested in candidates as a result of this mailing, the number is substantial and perhaps as many as fifty percent of the emerging graduate students make first contact with their jobs via this route.

However, there is one serious drawback to circularizing a list of candidates available: both candidates and prospective employers become involved in time consuming, sometimes embarrassing, and occassionally infuriating correspondence. As a rule, employers tend to be realistic in their candidate requests. The better schools ask for the best men and the poorer schools ask for the mediocre candidates. Yet invariably there will be a concentration of requests, with many schools wanting the same man. Since the man can only go to one school, the result is that one person is satisfied and many persons are dissatisfied. Schools are often disappointed and sometimes frustrated by finding that the men they ask for have already been hired. In addition,

the burden of refusing tentative job offers is placed upon the candidates themselves. Therefore, the candidates find that they must spend a good deal of time informing schools that they are not interested in the position open. These problems have influenced the decision to stop sending the list of candidates to the least well-known of the 500 schools, a policy to be implemented in the 1965-66 recruiting season.

The departmental placement service also makes lists of jobs available to candidates. Five times each year the Department Placement Adviser compiles a list of all known job openings which he posts on the bulletin board and distributes the list to department registrants. The list arranges schools by state and alphabetically within the state. The salient features of each job are described in some detail. If the candidate desires further detail he may consult with the Placement Adviser who will share the announcement letter with him. Also included is the name and address of the person to contact at the hiring institution so that interested candidates may write directly to the school and make application for the job. No attempt is made to rate the jobs or to indicate which jobs would be a candidate's best prospects--all selecting is left entirely up to the candidates.

Again, the department has been quite satisfied with the response to the circularization of this list. The candidates welcome the opportunity of viewing all job possibilities and the responsibility of selecting their own positions. This approach also avoids the possible criticism, often waged against graduate departments, that the Department Adviser is taking an overbearing hand in assigning candidates to particular jobs. The system provides the necessary flow of information and at the same time minimizes the amount of work that must be pursued by the Department Placement Adviser. Even the candidate-seeking schools seem to be well satisfied with the system as it is presently constructed. They apparently do not object to the additional amount of work which is required of them when all candidates are given the opportunity to apply for a listed vacancy as opposed to the department's selecting only one or two candidates for a given job.

To accelerate communication, the Placement Adviser posts vacancy notices on the department's bulletin board prior to the time that he compiles the list for circulation. When the bulletin board becomes full, a list is prepared. This means that a candidate who checks the bulletin board regularly will receive notification of a job vacancy almost immediately. The notices for posting are prepared by the University Placement Service if the notification is first received at that office and by the Department Adviser if the notification comes directly to the department.

The departmental placement office provides still a third service. It will arrange an interviewing schedule for potential employers who wish to interview prospective candidates on campus. The practice of interviewing trips by potential employers

is becoming increasingly popular, especially among those schools which are having some difficulty in attracting qualified faculty. Prior to the MLA convention in December of 1965, at least six recruiters (five of them from small southern schools) has used this service.

ADMINISTRATION

Staffing the departmental placement service presents a problem. At the present time one faculty member spends approximately five hours per week directing the service as Placement Adviser, though in the height of the recruiting season 10 or 15 hours may be required. This is not an unreasonable demand upon a faculty member's time if his teaching load or other committee responsibilities are decreased accordingly. Unfortunately, it has not been possible for the University to make such adjustments, and most of the placement effort must be made at the expense of the already fully occupied Placement Adviser.

Similarly, secretarial services are inadequate. One of the departmental secretaries is able to give approximately one-fourth of her time to the placement operation. Because of the large volume of correspondence and the time consuming tasks of preparing lists of jobs and candidates, this amount of time is simply not enough. Yet, since the placement operation is not independently budgeted, at the present time it seems unrealistic to expect that more secretarial time will be forthcoming.

The office in which the Adviser conducts the department's placement service is the same room in which he must conduct his regular faculty activities, and it is shared with another faculty member. In this office the Adviser maintains a file of candidate registration forms and a file of information received from prospective employers. Also, for the purpose of making an annual report, the Placement Adviser maintains a file of 3x5 cards on the jobs in which candidates are placed. The office facilities are obviously inadequate and the demands placed upon the Adviser are unavoidably excessive, especially during the busy months of January through March.

SUMMARY

The English Department at the University of North Carolina cooperates with the University Placement Service in providing a three-fold service to its graduate students who are seeking college teaching positions. Lists of candidates available are circulated to potential employers, lists of jobs available are circulated to candidates, and interview schedules are arranged for employers who make recruiting trips to the graduate school. The system works well by relegating the responsibility of

selection to the parties most directly involved. Candidates and employers are also given most of the responsibility for correspondence, though the University Placement Service is responsible for compiling and distributing candidate dossiers. The role of the department limits itself to one of advising students and lending respectability to the placement process.

Because the department is primarily interested in placing its graduate students as well as possible, it is generally sympathetic to all efforts of improving the placement process. The Department Adviser works very closely with the University Placement Service. He is sympathetic to plans of the MLA to circulate more broadly a list of job vacancies, for this should increase the exposure of his registrants to jobs available. He welcomes efforts by other members of the department's faculty to place graduate students. In sum, the placement is paramount and who does the placing is immaterial.

PART IV: EMPLOYER-ORIENTED SERVICES

COOPERATIVE COLLEGE REGISTRY

Sponsered by ten Protestant denominations, the Cooperative College Registry is a means of introducing candidates to faculty recruiters from over 250 church-related colleges, universities, and junior colleges.

A locator service, the Registry develops lists of candidates from which the administrators of denominational colleges may draw to fill faculty needs. Any candidate holding at least a master's degree by the time he will assume his teaching position is accepted for registration by the Registry. A candidate registers by submitting a one-page vita to the Philadelphia office. The vita is then photo-copied and sent to the headquarters of each sponsoring denomination to which, in turn, administrators in the denominational college submit a statement of their faculty needs. The denominational office sends the names and a brief statement of the qualifications of the most competent candidates to the college administrators. The administrators then get in touch with the candidate and, if they desire more information, with the candidate's Placement Office where recommendations and other vital records are on file.

Although the service is designed as an aid in staffing denominational schools, the Registry also serves candidates by increasing their visibility. The service is provided free of charge to candidates. The Registry argues that the only thing the candidate owes to the Registry is staff time and requires only that a candidate inform it if he desires to withdraw from the market or finds another job. Furthermore, the Registry assumes no responsibility for finding a candidate a job.

Only in its second year, the Cooperative Registry is proving to be a popular service. Administrators in denominational schools have received it warmly and used it widely. Registrations for positions starting in September, 1965 will probably number more than 2,500, an impressive list which represents both hard work and imagination.

Registry officials actively recruit registrants, visiting 110 graduate schools for the purpose of interviewing prospective candidates. Working primarily through the Placement Offices on these campuses, the Registry officials interview all candidates who are interested in teaching in any one of the schools which they represent. In addition, they often interview prospective candidates at national professional conventions such as the MLA Convention and the AEA Convention. Starting in 1965 several representatives of the Registry will be interviewing in major European cities with the hope of attracting faculty-qualified American students abroad and some foreign students to positions in American colleges and universities.

Although the Registry works primarily through the placement offices, it recognizes that much of the placement is done in the informal market. Therefore, Registry officials make strenuous efforts to acquaint graduate faculty members with their services. At many of the graduate schools which are visited the Registry invited representative faculty members to a luncheon where the Registry is explained and questions are answered. These functions are proving to be quite successful in relating the Registry to the informal market.

The development of the Registry parallels that of college placement offices. Where college placement offices have taken on the responsibility of representing a large number of candidates to a relatively small number of employers, the Registry is attempting to represent a relatively large number of employers to the candidates. Consolidation developments of this type almost certainly improve the flow of information in the academic labor market and are to be encouraged. One would hope that other denominations will join in the Registry effort.

Witherspoon Building
Philadelphia, Pennsylvania 10107

THE METHODIST CHURCH

with the collaboration of

MRS. LOIS BENTON,
Placement Director

The placement office of the Methodist Church aids colleges and universities in the locating of qualified faculty by making the dossiers of individual candidates who desire positions in church-related schools available to the administrators in 134 Methodist-related institutions. The service is designed to complement, not supplant, the efforts of individual administrators. Individual schools retain the primary burden of locating, selecting, and hiring. The placement office simply furnishes credentials for consideration.

The names are drawn from a list of registrants. Anyone who has earned a master's degree and has some inclination toward teaching in the Methodist-related school may register with the placement office by completing an application vita and developing five references. Several times each year administrators in Methodist schools are sent brief, non-identifying, biographical sketches of the registrants (sex, age, marital status, religious denomination, degree, work experience, and position desired). For candidates he might like to hire, a potential employer may request dossiers. If his interest persists, he may contact a candidate directly from the address given on the dossier.

The service is employer-oriented in the sense that employers select candidates. Vacancies are not circulated. Candidates are not given the opportunity to apply for a particular job unless the employer makes a previous overture.

BACKGROUND

Like most organizations, the Methodists moved into the placement business by stages. At first, the placement activity of the Board of Education was limited to "vest pocket" referrals carried out informally by members of the staff of the division. Learning of vacancies and knowing of candidates, staff members, especially

the executive secretary, would suggest to one of the two parties that a match might be appropriate. However, as the number of institutions and faculty grew and as qualified faculty became increasingly more difficult to locate, more formal procedures for placement were deemed necessary. At first only the part time responsibility of the scholarship and loan office, in 1962, placement was established as a separate office function requiring a staff of two full-time and one half-time persons.

Today the placement office represents a cooperative effort with three objectives: (1) to provide a service which complements the efforts of Methodist college recruiters in finding qualified staff; (2) to make available to candidates a means of placing their names before a large number of employers from Methodist colleges; and, (3) to improve the flow of teaching manpower into and among Methodist schools so as to increase the total supply of qualified faculty available.

By providing a communication network that offers broad visibility to candidates, the placement office aspires to overcome one of the traditional imperfections of academic labor markets. By making the communications in the Methodist sector of the academic labor market better than in the market in general, the Methodists are making a given imperfection to work to their advantage.

CANDIDATES

The placement office actively solicits the names of candidates who are both qualified and inclined to teach in Methodist colleges. Five top educational administrators who are sympathetic to The Methodist Church are paid to make recruiting visits to the graduate schools in their areas. Nearly sixty schools are covered each year.

The procedure is to write in advance to the college teacher placement office telling them what types of vacancies Methodist schools have available and asking them to select a convenient date for interviewing, thus enabling the placement office to line up candidates for interviews. Materials on teaching as a career and teaching opportunities in Methodist colleges are forwarded for candidate perusal prior to the interview. Once an interview date is established, the Wesley Foundation director at the graduate school is alerted to the visits and encouraged to spread the word among likely prospects. On the day of the interview, the recruiter, during 15 to 30 minute appointments, explains the operation of the Methodist placement service and furnishes desirable candidates with registration forms so that credentials may be developed for circulation. Often the teacher placement director or the Wesley Foundation representative will set up a luncheon appointment with department heads and other persons that are in a position to suggest prospective registrants.

Although many registrations are traceable to recruiting trips, registrations also result from word of mouth advertising

and from publicity given to the placement service in various Methodist publications such as the Methodist Story. There is a definite need to publicize the services more widely.

Besides attracting registrants, there is the problem of weeding out the prospective registrants that no one will want to hire. To be eligible for registration, a teaching candidate must have received his master's degree or its equivalent. If there are indications that a man has not, he will not be sent papers. Similarly, if the director feels that a candidate who meets the master's degree requirement will almost certainly not draw the interested attention of any Methodist employers, the case is taken to a policy committee which may decide to refuse the registration. These policies have been recently established in order to avoid giving candidates false hope when there is none.

Registrations are accepted without regard to race, religion, or nationality. The Personnel Index of November, 1964, includes registrants from all major Christian faiths and most of the major non-Christian faiths. That two-thirds of the candidates listed are Methodists is not the result of policy. Persons of all faiths may register, but Methodists are more likely to find out about the service and to be favorably inclined toward teaching in a Methodist school. The placement service carefully avoids approaching persons who have not actually registered their availability, for it does not want to add to the "wanderlust" of a good teacher. Yet all qualified candidates who initiate the contact, even those presently teaching in a Methodist college, will be registered and helped.

Before a candidate is "advertised" in the Personnel Index, a complete set of credentials must be on file. This policy, intended to reduce partial registrations, accomplishes its purpose but has at least one undesirable effect. Since the most qualified candidates are the least dependent upon outside help in finding jobs, this group is also least likely to complete the entire registration process. Many very good candidates are lost. As a partial remedy, the names of the most qualified among the partially registered are drawn to the attention of administrators and persons outside the placement office who may aid in placement by informal methods. In this way the placement office is able to maintain its rule and yet mitigate some of the undesirable consequences.

As a rule, candidates who do register with the Placement Office need help in finding jobs. A disproportionately small percentage of registrants are trained in scarcity fields, such as the natural and social sciences. Analysis of the biographies printed in the November, 1964 edition of Personnel Index reveals that only five percent of the registrants offer natural science as a teaching field, compared with the fact that natural scientists make up nearly 40 percent of the college teacher popula-

tion.[1] The social scientists, who make up 21 percent of the registration and roughly 30 percent of all college teachers, are also underrepresented. Overrepresented are the fields where candidates tend to outnumber jobs. About 43 percent of the candidates are in the humanities which normally employ only 27 percent of all faculty. The over-supply is especially obvious in religion which is the field listed by over 20 percent of the registrants. Nearly one-third of the registrants are seeking administrative positions, positions that are rarely brought to the Placement Office.

Less than 30 percent of the registrants hold Ph.D.'s, the percentage ranging from sixteen in the sciences where the markets favor sellers to thirty-seven in the crowded humanities. In all fields, over half of the registrants are trying to break into college teaching for the first time, many of them ministers and high school teachers.

Once a registration is accepted and complete, the placement service is able to furnish a clear image of the candidate. On the "placement application" form the usual resume-type information is given, plus the salaries of previous jobs and reasons for leaving, citations of publications, the names of courses taken in major field, date of expected degrees, education of wife, community participation and special interest, religion and extent of participation in religious activities, pastor's name and address, brief essay on "the place of religion in higher education," reason for desiring a job change, geographic preference and salary expectation, and source of learning about the placement service. Ten photographs and five references are requested.

Each referrent is asked by the placement office to rate his candidate on a four-point scale in regard to each of the following factors--scholarship, administrative skills, leadership qualities, skill in counseling, teaching ability, ability to work with others, ability to initiate and follow through, social graces and competences, personal habits, health, and "composite rating as an applicant to serve in the field of Christian higher education." Space is also provided for making unstructured comments about the candidate and for indicating the referrent's relationship to the candidate. Even after careful structuring, the placement service

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1. The statistics cited in these paragraphs probably understate the quality of registrants. The November Personnel Index includes all persons who are currently registered. Published immediately after tracing the disposition of all registrants during the previous year, the November listing includes a disproportionately high percentage of "carry-overs" who were not located. The persons who were registered in January and found jobs in April are not listed.

finds that too often the recommendations say too much about the strength of a man's Christianity and too little about his ability and potential as an educator. Recommendations are solicited only from the referrents listed by the candidate. All recommendations received are placed in a candidate's folder, without alteration, the poor with the good.

In spite of the savings in time and money that would result from using the recommendations collected by college placement offices, the Methodists feel that it is important to collect a separate set, for several reasons. First, some college placement offices are reluctant to reproduce their recommendation form for use by other placement offices. Secondly, the Methodist Board of Education has a confidence and respect, especially among Methodists, that often causes the letters of recommendation to be far more candid. Third, the Methodist Placement Office may assure potential employers that unfavorable recommendations have not been removed.

To supplement the information from the "placement application" and the "recommendations," the placement office likes to conduct a personal interview with each candidate. Such an interview can give the placement personnel a better idea of the candidate and where he might fit in, and, at the same time, provide an opportunity for advising the candidate about his position in the market and suggesting other methods of finding jobs. Unfortunately, personal interviews are often infeasible. Only about 20 percent of the active candidates are interviewed and most of these are only short "recruiting" interviews.

The placement office will keep a candidate active until he consistently fails to respond to correspondence or requests to become inactive. Each September-October the candidates who have not yet been placed are sent a series of three letters, the first asking if they still desire to be registered and the last telling them that they have been inactivated. If a candidate indicates that he is still interested in continuing registration and yet has not responded to a number of approaches by potential employers, the placement office asks for an explanation and inactivates the file unless the reasons are satisfactory.

Usually, after a candidate has been placed, he desires for his file to go inactive. There are some instances, of course, where a man may desire to remain active even though he has just switched jobs. If a file goes inactive, it is retained and the recommendations may be included in the candidate's folder when he again reactivates. An unknown but relatively large number of the candidates using the placement office have used it before.

VACANCIES

Administrators in Methodist colleges and universities are constantly reminded of the placement services available to them by means of articles in the denominational publications, informative speeches given by placement office personnel at workshops

and other conferences, and the Personnel Index. The service is well known.

An employer may utilize the service either actively, by sending his job description to the service and requesting referrals, or passively, by requesting dossiers of selected candidates who are listed in the Personnel Index, or both. In 1962-63, 546 vacancies were reported to the placement office. A study of the active users reveals that schools that list vacancies are the ones which might be expected to need the most help in recruitment. In 34 different schools, mostly four-year colleges, 18 vacancies were listed in history and 32 in the sciences. Only two of these colleges rated in the better half of all colleges and universities by the "quality index," and neither of these schools was among the top 20 percent of schools. Over half of the schools enroll fewer than 1000 students, and none of the schools rated among the top 20 percent of schools in "percent of students continuing on to graduate school." Though all regions of the country are represented, there is a definite concentration of listings from the Southeast where salaries tend to be lower than in the rest of the nation. Although not a single vacancy was listed by any one of the eight Methodist universities during 1962-63, that five of these schools (American University, Duke University, Emory University, Southern Methodist University, and Emory University) are working with the service during 1964-65 suggests that our study year may not be typical.

A quick survey of the jobs listed leaves the impression that, although many good jobs are listed (for example, a junior college position paying as high as $8,250 for a beginning college teacher) a significant number of vacancies described offer unrealistically low compensations for the skills requested. Tw extreme examples are a department chairmanship requiring a Ph.D. with broad teaching experience at $5,500 and a position for an assistant professor with a Ph.D. at $4,000. When time allows, the Placement Office staff will apprise the institutions issuing such job orders of the realities of the market place, but often the institution counters with "this is the best we can do."

Because they know that the jobs will not be referred, the hiring colleges often neglect giving precise job specifications to the placement office, even to the extent of failing to mention salary, rank, and teaching load. This practice must inevitably result in the passing along of names to particular employers of persons who would not be interested in the job vacancy is all were known about the job. Thus, much effort is wasted. In all fairness, it should be pointed out that because of continued contact with a relatively small number of schools, the placement officials do have a relatively good feel for the types of conditions and terms that each particular institution offers.

MATCHING

The primary burden of matching is placed upon the employers themselves. The placement office simply furnishes employers with credentials of candidates; it does not make recommendations. The employer selects the candidates whom he wishes to pursue. The employer makes the hiring decision. A brief description of every active registrant is circulated to Methodist employers twice each year. In addition, the credentials of candidates who are qualified in scarcity fields and, therefore, more likely to be needed, are circulated at three other times during the year.

In spite of its primary reliance upon employers, the placement office does necessarily become involved in some pre-selection. When a school notifies the service of a vacancy with a request for referrals and there are more than ten candidates who seemingly might qualify for the vacancy, the list must be pruned. In such cases, qualifications and interest provide the basis for pruning. In order to locate the best registrants for particular job vacancies, a Kardex filing system, arranged by disciplinary groupings, is used. If a job is not filled from the first set of candidates referred, the placement office will repeat its search and make second and third sets of referrals.

An analysis of the disposition of the registrants of 1962-63 gives both an idea of the usefulness of the placement service and an idea of the types of candidates that register. As shown in Table 1, slightly more than half of the 276 registrants are known to have accepted a position with a church or a denomination, this suggesting that many of the registrants are, at the time of registration, deciding between full-time careers in the ministry and other church work versus college teaching. Overall the registrants have an admirably strong religious commitment.

Since the placement office refers candidates only to Methodist schools, these statistics imply that no more than 72 placements were enabled by the service. Because some of the candidates undoubtedly found positions in Methodist schools on their own, the actual number of placements is probably slightly smaller. Even 50 placements is a respectable number for an organization of this type and could easily justify the continuation of the service. Moreover, the role of the placement office in locating a large portion of the 21 Wesley Foundation directors must not be forgotten.

Another implication of the statistics in Table 1 is that the Methodist schools are not in as direct competition with the other denominationally-related schools as one might expect. That almost twice as many registrants accepted positions in public colleges and colleges without a denominational affiliation as in other church-related schools may imply that the Methodists and other denominational placement offices might serve the common good by consolidating their efforts, either through an expansion of the Cooperative College Registry or via an entirely new organization.

Table 1. Positions Accepted By 1962-63 Registrants at the Methodist Placement Office

Type of Position	Number
Teacher at Methodist Colleges	72
Teacher at Church Related Colleges (other than Methodist)	21
Teacher at Non-Church Related Colleges	47
Teacher in Public Schools	5
Wesley Foundation Director	21
Pastor or Other Religious Work	32
Student	31
Other (unknown, remained in place, etc.)	47
TOTAL	276

Further study of the disposition of 1962-63 registrants suggests that many of the candidates who register with the Methodist placement office do not have a fixed concept of the type of job they wish to accept; they are job shopping among different types of jobs. For example, although a majority of the registrants accepted teaching positions in schools approximating the size of those represented by the Methodist placement office, almost one-third of those accepting positions in non-Methodist schools located at very large institutions (more than 5,000 students). Although almost one-half of the jobs taken in Methodist colleges were in the Southeast, only one out of five of the non-Methodist jobs were in this region.

There is some evidence, however, that the candidates either do not or cannot aspire to positions in the top-ranking institutions. Persons who finally locate in the top eschelons of schools tend not to register with the Methodist Placement Office. Only one percent of all registrants finally located in one of the top 20 percent universities and colleges, as rated by the "quality index." Over two-thirds of the registrants located at schools in

the bottom 40 percent of all colleges and universities.

ADMINISTRATION

Most of the business of the placement office is carried out through the mails. The office is served by a director, a full-time secretary, and a part-time secretary. The director is aided in the work by a policy committee.

When an individual indicates that he is interested in registering with the placement office, he is sent a placement application which includes its own directions and is covered by an individually framed letter. This letter usually explains the services provided by the placement office by stressing that a candidate will not receive notification of vacancies unless the school is interested, and answers any specific questions that the individual may have addressed to the office.

The placement application is returned by the candidate. The placement secretary numbers the application, places the candidate in a particular field category (when decision making is difficult the placement director is consulted), and sends a recommendation form to the five persons listed by the registrant. At the same time, a three-by-five master file card which gives the file number of the candidate's folder is made up and filed alphabetically by name of candidate. Also, a form is clipped to the inside left-hand cover of the candidate's folder, on which the names of the institutions to which the candidate is referred may be recorded and the disposition of these notices may be noted. In addition, a Kardex card (four-by-six), summarizing the most pertinent facts that would be involved in matching candidates and jobs, is filed in the Kardex File according to discipline.

When three recommendation forms have been returned, a candidate's folder is changed from pending to active, and credentials may be sent out upon request. Credentials are prepared by photographing the placement application and recommendations. A photograph of the candidate accompanies each set of mailed credentials.

Upon receipt of a vacancy notice a blank Kardex card is prepared. This four-by-six card contains all of the information that is given on this particular job. A two-by-three white card lists all vacancies reported by each institution. Vacancy report blanks returned by the institutions are kept on file for checking details. Each job vacancy is filed by field in a job vacancy Kardex File. The placement director occasionally matches vacancies available and candidates available. Names are sent to employers who are, in turn, expected to contact candidates directly.

Although the entire operation is rather expensive, running slightly over $200 per placement made or about $75 per registered candidate, other recruitment procedures would undoubtedly be even more expensive. Seemingly, the most expensive and least effective option of all would be to require each institution to develop its own list of candidates, for duplication of effort would be immense.

POLICIES

The primary objective of the placement office is to recruit faculty for Methodist colleges. Secondarily, the service is designed to aid those candidates who wish to teach in denominationally-related schools, especially Methodist schools. The existence of the service and the willingness of the Methodist Board of Education to expend over $20,000 per year on placement reflects a recognition of the faculty scarcity and the need to devise methods of generating a distribution which favors Methodist schools.

So far the Methodists have chosen to remain independent of the Cooperative College Registry. Although the Methodists have no desire to be anti-ecumenical, there are a number of reasons which cause them to remain independent of the eleven denominational effort in the recruiting of candidates for church-related institutions. First, if the Methodists were to join the Registry, they would have to, by the policies of the Registry, conduct roughly 45 percent of the interviews with candidates. Since the Registry interviews at a large number of schools, the burden of interviewing would be relatively large. In fact, the Methodists would not have their total interviewing load reduced by very much. At the same time, they would be interviewing at different schools. These schools would not be the schools that might furnish the most promise of obtaining candidates interested in Methodist colleges. Moreover, by remaining independent, the Methodists are able to select their schools and place their own recruiters in the schools that they feel are most important. Should they join the Registry this would not be possible.

There is a second reason, however, for not joining the Registry. The Registry is not concerned with recruiting candidates to serve the junior colleges and campus ministries. Although many of the candidates who might serve in colleges would also be interested in positions in junior colleges, there is some unique recruiting that is necessary for a junior college position. The Methodists would have to pursue this on their own, as in fact other denominations are doing already.

Regarding its relations with other placement services, the Methodist Placement Office is relatively independent. The recommendations collected by the Methodists are not lent or sent to other placement offices. The Methodists do not use the recommendations collected by other offices, as explained above. Relations with professional association placement efforts are not well developed.

The Methodist Placement Office is clearly more closely aligned with denominational superstructure than with the mainstream of placement effort. This is not to condemn the Methodist placement service, for it may be that this is exactly what type of service is needed. The Methodists are, with other denominational placement services, somewhat unique in that they are seeking to recruit faculty rather than to place candidates.

Yet, they do not see themselves as the primaty recruiter. Instead they think of their services as supplementary.

Division of Higher Education
P.O. Box 871, Nashville, Tennessee

SOUTHERN BAPTIST CONVENTION
EDUCATION COMMISSION

with the cooperation of

RABUN BRANTLEY,
Executive Secretary

and

TRAVIS ADAMS,
Assistant Executive Secretary

Recruiting Baptist teachers for Baptist colleges, the Placement Office of the Southern Baptist Convention was established as a part of the general reorganization program presented to the denominational convention in 1951 by R. Orin Cornett. Today the Placement Office recruits qualified college teachers as candidates for Southern Baptist Colleges and Universities. Like the Methodist Placement Office, the Baptist operation is employer-oriented in the sense that candidates are made available to employers but job vacancies are not made known to candidates without the prior screening by the employers.

CANDIDATES

Securing candidate registration is one of the major problems of the Baptist Placement Office. There is a general feeling at the Office that candidates who would be interested in teaching in Baptist-related schools simply do not know of the service that is available.

Efforts are made at publicity through three means. First, Baptist graduate students are informed of the service by circulars. Every year student ministers on all campuses with graduate programs are asked to list all Baptist graduate students. To each of these students an information sheet which explains the services and philosophy of the Placement Office and suggests where the student may write if he wishes to register is mailed. About 2,500 of these circulars are sent each year.

Second, in addition to the staff, a retired Baptist College President is hired to visit selected graduate schools, including all of the major graduate schools in the South and Southeast. Using the campus minister's office as a base, the Baptist recruiters contact as many students as possible who might be interested in a Baptist teaching position. The recruiters will call students suggested to them by campus ministers, contact department chairmen for lists of interested students, and follow up any other leads that seem fruitful. In a personal interview with the students, the recruiters explain the service and suggest registration. Although the trip increases total registration by only 25 percent, the general quality of registrants developed appears to be considerably above average. So far the Baptist recruiters have made very little use of the services offered by the teacher placement bureaus on various campuses, though this practice is likely to change since the Southern Baptists have recently joined the Cooperative College Registry (described elsewhere in this volume).

Third, candidates become aware of the Placement Office through various Baptist publications. For example, articles about the Placement Office services are often carried in the Southern Baptist Educator, which goes to all faculty in Baptist colleges. In addition, ministers are informed of the service and oftentimes pass the information along to their church members. And, of course, word of mouth is an important element of publicity.

In spite of these efforts, the service still remains unknown to many and attracts too small a pool of registrants. Undoubtedly some potential candidates know of the service but choose not to register for various reasons: they object to employment in a church-related school; they recall the difficulties over academic freedom which at times have arisen between the church and the schools it supports; or they have an image of themselves which leads them to think that there are very few Baptist schools which are "good enough" for them. But there are certainly others who are not reached by the publicity and who would welcome the visibility offered by the service.

Eligibility for registration is defined by two criteria. There must be a reasonable expectation that the Master's degree will be received by the time of employment. And it is expected that a registrant be a Baptist, a policy conceived to avoid competing with the private employment agencies. Though most Baptist colleges employ non-Baptists and occasionally a non-Protestant, these faculty are normally located through other channels.

The generally open registration policy is not an unmixed blessing. Under this policy, if a person has a master's degree, he cannot be turned away. This means that registrants will be accepted no matter how small the prospect is for their placement. By accepting registration, the Office sometimes gives hope where there is little. The problem is especially prominent among Th.D.'s who are usually pastors desiring to switch to college teaching. Failing to recognize that the Th.D. is usually not considered a teaching degree and that Baptist colleges very rarely solicit the

aid of the Placement Office in filling religious teaching positions (because of a general oversupply of persons wanting to teach religion in Baptist colleges), some 250 to 500 Th.D.-qualified persons are registered for teaching jobs. Their registration is essentially inactive, for only two or three requests for Th.D.-qualified personnel come into the Office each year. To tell the candidates that they cannot register would be a violation of the open registration policy. Yet, to register these candidates is to give false hope. Nevertheless the Placement Office prefers to retain its open registration policy and to work with its poor prospects as best it can.

Inactive candidates are not served. That is, the Placement Office does not pursue the policy of referring the names of candidates who have not expressed an active interest in finding another job. However, there are a few rare exceptions to this general rule. An example would be a previous Baptist teacher presently at a state-supported institution who might qualify for a department chairmanship or a deanship.

Often, however, it is not known whether a person who previously had been seeking a job has since then become inactive. Keeping track of availability is one of the major problems of this and other placement offices. Registrants often forget to inform the Office when they have left the market. Even the administrators at Baptist colleges who hire candidates referred to them by the Placement Office often neglect to inform the Office of their action. In order to weed out the candidates who are no longer seeking jobs and the positions which are no longer vacant, in October for the candidates and in June for the jobs, a letter is sent annually which requests up-to-date information on availability. The candidates are also asked to provide any additions or alterations which should be included in their credentials. If this letter is not returned, it is assumed that interest has expired and that the need has been met.

Besides availability, a great deal of other information is collected on each registrant. From the information supplied at the time of registration, the Office learns about the registrant's academic and professional training, employment record, demographic characteristics, highest degree, citizenship, church membership and extent of church-related activity, smoking habits, health, academic honors, extra-curricular activities both in and after college, publications, proficiency in foreign languages and foreign travel, geographic preferences, types of positions preferred, and physical appearance (from a photograph). At this time the candidate is also asked to write a brief biography including place and date of birth.

Recommendations are solicited from five persons named by the registrant. The recommendation form is very restricting in that it asks the recommender to crowd both a structured and an unstructured evaluation of the candidate into half a page. The structured portion asks fifteen questions (from "intellectual capacity" to "church activity") which can only be answered by checking one of the four ratings given for each question. In

sum, the whole recommendation form is very poorly adapted to the needs of the employing colleges.

Even so, almost all recommendations solicited are returned within a month and very little follow-up is needed. To assure confidence, all recommendations are mailed from the placement headquarters and returned to the headquarters. As a rule, recommendations are solicited only from those persons listed by the candidate. In rare instances, when there is reason to suspect that an additional recommendation is necessary to protect the hiring college or when another recommendation is readily accessible, the comments of a person not listed by the candidate may be requested. However, these comments will not be sent to the employers along with the other recommendation forms. The additional comments may be shared with the employer at the discretion of the placement officials, but will usually be done so over the telephone and not through the mail.

In some instances the candidates will ask that the Baptist Placement Office not contact their recommenders but instead request copies of the recommendations which are on file at some alternative placement office, usually a college placement office. The Baptists, unlike the Methodists, will comply to this request and use the forms and recommendations submitted to the other placement offices when they are available. By the same token, the Baptist Placement Office will share its biographical information and letters of recommendation with selected placement offices. In the past the policy has been not to share this information with commercial employment agencies.

Virtually everything collected on candidates is passed on to employers, who are expected to make their own evaluation. The placement service is quite reluctant to withhold information or to interpret it. For example, if one of the men listed by the candidate returns a poor recommendation, the recommendation is not withdrawn from the dossier but is forwarded with the others. There are only two points at which the Office allows itself some interpretive discretion. If, in the interview, the placement personnel believe that they have uncovered some information that is not reflected in the forms--be it good or adverse--this information is supplied with comments in a cover letter. Also, the Placement Office feels justified in not informing employers about "locational preferences" and "salary demands," for it has found that many candidates are not adamant in their preferences and will accept employment in areas not preferred and at salaries below their demands.

Once the information is collected, registrants are advertised through the periodic distribution of short biographical sketches to Baptist employers. The lists of sketches are selective. An attempt is made to advertise more frequently those candidates who are the most qualified and in the scarcest areas. Accordingly, the biographical sketches of candidates qualified in religion are given only limited distribution, even though the Placement Office has nearly 500 names of such persons on file.

By analyzing several of these lists (January and April, 1964) an image of the types of persons registering with the Baptist placement service can be gained. It should be pointed out, however, that such an analysis does not represent all of the registrants. Those included are all in the scarce fields but only the most highly-qualified in the excess supply fields. The analysis, therefore, probably overstates the quality of candidates and the proportions of candidates in the scarce fields.

Even with this bias, the candidates are not overly impressive by traditional scholarly standards. Only 28 percent of the registrants hold Ph.D.'s, though virtually all candidates, as a policy, do hold master's degrees. Only six percent of the registrants have pursued graduate work at one or more of the top 25 graduate schools in the country, the same schools which educate a majority of the nation's Ph.D.'s. And nearly one-third of the registrants are graduate alumni of schools rated in the bottom 40 percent of all schools in the country.[1] This is not to say that there are no good candidates on the list: in fact, just the opposite is true. Several registrants carry unusually attractive credentials, even to the extent of Ph.D.'s from the very best schools and creditable publication records. The average by no means speaks for every individual who is grouped to make that average.

From these same lists, an indication of the extent and the nature of religious commitment and affiliation can be gained. Our hypothesis was that the types of persons who tend to register with a denominational agency have strong Christian and even Baptist ties. The evidence is mixed. A strong indication of the validity of the hypothesis is the fact that nearly one out of four candidates comes from a background of religious work: a pastorate, a director of religious education, a denominational worker. This figure would undoubtedly be much higher if the Th.D.'s were included in the analysis. Another piece of information which tends to show interest in the Southern Baptist denomination is that over 80 percent of the registrants currently reside in the Southeast and Southwest, regions which are traditionally Baptist strongholds. But, in contrast, our analysis indicates that the ties to Southern Baptist traditions are not overwhelming--over two-thirds of the candidates last attended graduate school at a public institution and less than five percent were most recently students at a Baptist school.

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1. In order to make distinctions by quality of institution, it has been necessary to develop a rather arbitrary type of rating system. Although the indexes used to compose the ratings represent a wide range of factors that influence institutional quality, many other important factors such as the quality of the students and the spirit of the institutions are necessarily omitted. A full explanation of the method by which the quality ratings have been constructed appears in the Appendix of Volume 1.

VACANCIES

The Placement Office is well known and frequently used by Baptist college administrators. Most of the job orders are received without active solicitation. During 1963-64, 31 of the 36 senior colleges and universities and more than half of the 17 junior colleges listed one or more vacancies with the Office. A total of about 250 vacancies were known by the Office and about 600 sets of credentials were mailed to potential employers.

The vacancies listed are almost a mirror image of the needs and orientation of Baptist colleges and universities. Excepting professional areas such as engineering and medicine, demands in virtually all disciplines were registered. The natural and biological sciences were slightly underrepresented if the percent of scientists is all colleges is used as a standard. This underrepresentation reflects the greater emphasis placed upon the humanities and the social sciences in the smaller denominational college. Almost all Southern Baptist schools received poor quality ratings and, accordingly, 82 percent of the vacancies listed were at institutions in the bottom two-fifths of all schools and only three percent were from the top two-fifths. About one-sixth of all vacancy listings were from junior colleges.

One cannot, however, receive a very accurate picture of the types of jobs found through the Placement Office by a simple analysis of vacancy listings, for the main effort of the service is in the distribution of candidate biographical sketches. Administrators examine these biographies not only with relation to positions listed as vacant but also with a consideration for unlisted vacancies. If the candidate appears to be appropriate for any one of the jobs, he is contacted and hired. In this way a candidate may locate a job through the Placement Office without the job ever having been recorded as vacant. Thus, the 250 known vacancies are an underestimate of the number of jobs to which a registrant-candidate is exposed.

The Placement Office has not yet found the time or the facilities to do very much in the way of counseling employers in such ways as suggesting methods of recruiting faculty and also indicating the state of the market for particular types of professors. Although some of this is done on an informal basis, there appears to be a great need to expand this type of service to potential employers. Only by having a full knowledge of the market and by knowing how to cope with its fluctuations can the denominational schools expect to compete successfully in this era of professor scarcity.

MATCHING

Matching is primarily the responsibility of employers. The Placement Office provides brief biographies and, upon request, complete sets of credentials of candidates who have expressed an interest in teaching in a Baptist school. The hiring schools must

then decide whom to contact. The Placement Office often refers, but rarely recommends.

In actuality there are two services provided that differ more in degree than in kind. The first is the list of candidates' biographies which are mailed to all Baptist employers on the basis of probable vacancies. The second service provided involves a slightly greater degree of selectivity, but again not recommendation. When a school lists a vacancy, a search is made of available registrants. The placement director selects the candidates who best meet the specified qualifications and forwards their credentials for inspection by the employer. Although an attempt is always made to meet the specifications of the employing officials (e.g., refer only Ph.D.'s when he states that he will hire only Ph.D.'s), candidates who do not quite meet the specifications will be referred. Often, the Placement Office will send names to an employing official in two sets. The first set will include those who meet the specifications of the vacancy; the second set will consist of those who fall short of specifications in some way.

The process of candidate referral reflects the Placement Office's position as a broker for employers, not for candidates. Some effort is made to spare highly-qualified candidates the bother of corresponding with employers who have jobs that would never interest them. No special effort is made to refer all listed candidates to a job. When a candidate is trained in an area where there are many other more qualified candidates and relatively few vacancies, his name may be referred only quite infrequently.

Although the names of some candidates are never sent out, the average candidate (excluding religion candidates) will have his name sent out five to ten times during a year. In scarcity fields the number may be far greater than this. Viewing the process from the employers' perspective, each job vacancy listed with the Office results in the referral of an average of four names. In over 90 percent of the cases the Office was able to refer at least one name in regard to each vacancy. The highest number of names referred to one job during 1963-64 was thirteen.

A generous estimate of the placements made in 1963-64 is 80. By November of 1964, the Placement Office was actually able to point to only about twenty placements. It is reasonable to assume, however, that many of the schools from which it had not heard had actually hired one of the men referred to it and that some of the schools requesting credentials as a result of the circulated list of biographies had actually hired these men without recording the fact with the Placement Office. Among the different placements that could definitely be credited to the Office were: a math professor in a strict junior college, a speech professor in a new college, a department chairman in a school that enrolls graduate students, and a number of English professors in both junior and senior colleges. Approximately one-third of the candidates placed had received Ph.D.'s.

ADMINISTRATION

The placement activities require two-thirds of the time of the Assistant Executive Secretary of the Education Commission, about two-thirds of his secretary's time, and a small portion of the time of the Executive Secretary and his administrative assistant. The Assistant Executive Secretary acts as the man in charge of the placement effort and does most of the matching. His secretary prepares and maintains the files. The Executive Secretary is consulted when his greater experience may help to shed light on a particular problem.

The entire placement service is financed by the General Convention budget and is provided free of charge to both registrants and employers. The cost of the placement effort can be estimated at around $12,000--approximately $8,000 for personnel, $2,000 for stamps, copying, printing, and some travel, and another $2,000 as the service's share of the general overhead of maintaining the convention headquarters. This means that if 80 placements are made each year, the cost per placement is roughly $150. Of course, this is only the cost which is borne by the Placement Office itself and does not include the cost of recruiting that accrues to the employing institution.

Interpreting the significance of this cost figure is difficult. At first the figure appears to be quite high. Upon reflection, however, one might compare this with the statistic that a major university estimates it spends about $10,000 in hiring a single individual. There is the additional fact that if the Placement Office did not provide some sort of central recruiting mechanism for Baptist schools, the schools would have to provide it themselves and the total expense of recruitment for all schools would certainly be much greater. Since only about $2,000 of the total expense is variable, in the sense that it increases when the number of placements increases, an expansion of the placement service would undoubtedly reduce the cost per placement. Most of the costs involved in maintaining a placement service are fixed costs that remain the same regardless of changes in volume within a rather wide margin.

The placement procedures are initiated by the request from a candidate to be registered. In response, the placement secretary sends the candidate a biographical data sheet and information sheet together with covering instructions in a form letter. When the completed forms are returned, the information contained on the second and third sheets of the application blank is summarized and condensed by the placement secretary. This information is transferred to a space of about one inch at the bottom of the first page of the placement application.

These forms are placed in a folder on the registrant. This folder is assigned a number within the proper discipline and all data and correspondence are maintained there. The number assigned concerns the candidate's qualification. That is, if the candidate is the fourth person qualified to teach music, he would receive the number "4" and his folder would be filed in the music drawer.

A sheet is stapled inside the left hand cover of the candidate's folder for the purpose of listing the jobs to which the candidate is referred. Then a three-by-five card is prepared to include the candidate's name, field, and number. This card is filed alphabetically with all the cards of active candidates.

If the candidate is currently teaching in a Southern Baptist college, a check is made to assure that he has received "release" from his college president. In order to prevent destructive competition among Southern Baptist schools, the Placement Office requires that candidates teaching at any of these schools obtain permission from their current college president to seek jobs through the Baptist placement service. If a candidate has not obtained a release from his president, a letter is sent to the candidate asking him to do so. The candidate's folder will not be activated until the release is received.

Next a three-by-five Kardex card is prepared for the candidate. This card includes field, number, highest degree, and years of experience in college teaching, high school teaching, or administration. This card is filed in a drawer by number and field. Color tabs are placed on the card as a quick reference to other information. Green indicates that the candidate is active; red indicates that he has been placed and is currently inactive; blue indicates that he is currently in a position other than college teaching.

Finally, the placement secretary sends recommendation forms to the references listed by the candidate. If the candidate is capable of teaching in more than one field, a duplicate folder and Kardex card are also made out for him so that he may be listed in more than one field.

When a vacancy is reported, the placement director will look through the folders and the Kardex file to locate qualified individuals. He will be working from one of two duplicate forms which list the institution, the person reporting the vacancy, the field of the position, starting rank, the degree desired and minimum degree acceptable, the experience desired and required, the date needed, annual salary, fringe benefits, and special requirements (e.g., sex or religious constraints). These duplicate forms are kept in separate files, one arranged by field and the other by schools.

When candidates who meet the job specifications are located, their credentials are prepared for sending by the secretary. The biographical data sheet and all recommendations are duplicated for each of the candidates selected. These credentials, a photograph of each candidate, and a cover letter are sent to the employer. The letter asks the institution to indicate the action it takes on each particular candidate and the reason for this action. The employer is expected to return the credentials if he is not interested in the candidates or to get in touch with a candidate directly if he is interested.

At regular intervals, as mentioned earlier, the placement secretary prepares a profile of active registrants by typing out three or four line descriptions of the most interesting candidates.

These descriptions, arranged by field, omit identifying information and are listed according to code number. They are mimeographed and sent to educational administrators in Baptist colleges. If the administrators are interested in learning more about a candidate, they may do so by requesting his credentials, which are mailed out in the same form as described above.

The only task that remains is that of keeping the file up-to-date, both in terms of eliminating vacancies which have been filled and in terms of deleting candidates who are no longer actively seeking a position. (The process is described earlier in this report.)

The heaviest burden of work tends to fall upon the Placement Office at the time the candidates originally register. Past years indicate that the busiest period is between February and April.

POLICIES

Founded as a subsidiary arm in the recruitment of faculty for Baptist-related institutions, the Placement Office serves colleges first and candidates second. The primary function of the Placement Office is to locate capable persons inclined toward teaching in Southern Baptist institutions. A secondary goal is to provide an opportunity for persons interested in such teaching jobs to find them.

The Placement Office has found that it must use discretion in choosing the candidates to refer to particular institutions. Some of the Baptist educational administrators are extremely reluctant to hire non-Baptists, much less non-Protestants and non-Christians, to teach their students. Such administrators are likely to accuse the Office of misdirection if non-Baptist candidates are referred. Therefore, a great deal of judgment must be exercised in choosing candidates to send to particular schools.

On the other hand, there are some educational administrators who do not regard religious commitment of their faculty in quite the same way as others and find it very frustrating to have a candidate's only recommendations to be from pastors and other non-academicians. To prevent this potential problem, the Placement Office encourages its registrants to seek recommendations from a broad spectrum of references, including at least one person who is familiar with the extent of the candidate's substantive knowledge.

The Education Commission has always maintained that placement is not its primary activity. It is the primary responsibility of the colleges to recruit faculty. The Placement Office is simply a staff function of the Commission which aids the individual colleges in their effort to secure qualified faculty. There is a continued reluctance on the part of the convention office to set up placement as an independent activity. The Executive Secretary of the Education Commission strongly believes that the person involved in placement must also have intimate and continuing

contact with the other activities of the Commission. The placement activity should not be split off from the Commission but should be integrated with its other pursuits.

Beginning this year, the Southern Baptists have chosen to join the Cooperative College Registry, which is explained at another point in this volume. Joining the Registry will undoubtedly have several effects upon the placement operation. In the first place, it will bring in much larger numbers of prospective candidates for the Baptist institutions to view. It will also mean that the campus recruiters, who previously were most concerned with Baptist students, will need to broaden their perspectives. The future growth of the Baptist denominational placement service may be largely dependent upon the success of its affiliation with the Cooperative College Registry and the extent to which Baptist-related colleges experience difficulty in the recruitment of their faculty.

460 James Robertson Parkway
Nashville, Tennessee 37219

General Conference of Seventh-Day Adventists
6840 Eastern Ave., N.W., Washington, D.C.

The Department of Education of the General Conference of Seventh-day Adventists encourages persons who are capable of teaching at the college and university level and are interested in teaching in Seventh-day Adventist schools to file an application form with their Placement Service. In addition to the usual information, this form asks for church membership, date of baptism, church credentials (e.g., ordination), number of semester hours beyond the last degree received, regularity of attendance at national or regional professional meetings, fringe benefits received previously (travelling expenses to professional meetings, reduced teaching load for research and study, special purchases by library), work experience including subjects taught, rank held and highest weekly salary at each shcool, willingness to accept a teaching job in a secondary or elementary school if college teaching job is not available, and interest in overseas mission work.

Information on the persons who have listed their qualifications with the service is distributed to the regional Superintendents of Education and to the colleges and universities in the denomination. If an organization or institution is interested in a candidate, it may request additional information and the Placement Service may make a recommendation, or the candidate may be contacted directly in the interests of employment.

This service, managed by Department of Education personnel, is provided without charge to either the candidate or the institution and is financed out of the departmental budget. Approximately ten persons are placed by the service each year on the higher education level and more on the elementary and secondary school levels.

National Lutheran Educational Conference
2633 16th St., N.W., Washington, D.C.

The National Lutheran Educational Conference maintains a placement service as an aid in staffing Lutheran colleges and seminaries. Resumes and letters of recommendation are collected from and for candidates interested in positions in Lutheran schools. The Educational Conference forwards to denomination-related schools information about registrants in whom the schools might be interested. The appointing institutions then contact the registrants directly and further negotiations are between the candidate and the institution.

The service, financed from the general dues of Lutheran colleges and seminaries, requires a more than half-time director and a part-time secretary. Of the approximately 500 active registrants, each year more than 30 are actually placed with the help of this denominational service.

Near East College Association, Incorporated
548 Fifth Ave., New York, N.Y.

The member schools and colleges of the Near East College Association maintain three separate placement services in this country. These services, which are primarily recruitment vehicles for the member institutions, include: (1) Personnel Services, Near East College Association in Yew York City, which assists with recruitment for the American University of Beirut and International College in Beirut, Lebanon, and for Athens College in Greece; (2) Robert College Office, also in New York City, which recruits for Robert College, the American College for Girls and Robert College Community School in Istanbul, Turkey; (3) Anatolia College Office in Boston, Massachusetts, which recruits for Anatolia College in Thessaloniki, Greece.

The services are available to anyone interested in teaching in these areas. They are financed by membership dues and charge no fees. Altogether they list approximately 1,000 active registrants and place around forty to fifty persons each year.

Procedures are similar to other recruiting agencies. Registrants must fill out an extensive application form which asks, in addition to the usual information, for proficiency in sports and special interests or hobbies. On the basis of this information, appropriate recommendations are made to the institutions served.

PART V: PUBLIC EMPLOYMENT SERVICES

PROFESSIONAL PLACEMENT CENTER, NEW YORK CITY

New York State Employment Service and Affiliate of the USES

with the cooperation of

MR. RICHARD P. KELLOGG,
Office Manager

Throughout the United States there are over 100 offices affiliated with the U. S. Employment Service, operated by state employment services, and offering facilities for the placement of professional workers. Only some of these offices, especially those located in New York, Massachusetts, Illinois and Washington, D. C., make a concerted effort to place college teachers, although most of the offices occasionally service them. Probably the most active of all is the Professional Placement Center in New York City, to which we now turn our attention.

Since 1960, the Professional Placement Center has been consistently trying to develop its placement service for college teachers. Its procedures, however, are still considerably undefined and are therefore difficult to summarize. Perhaps the only generalization which can be made is that the service is "candidate-oriented"--there is a greater emphasis on placing candidates than filling jobs. At this point uniformity stops. A candidate may initiate application with the placement center by letter, in person, or at a professional convention. Once candidates are registered they may be supplied with a selective list of jobs and, in which case, are expected to contact the employers themselves. Sometimes a list of candidates is made available to employers, who are then urged to get in touch with the candidates either directly or through the placement office. If the placement service does not know of a job opening appropriate to a particular candidate, it will occasionally go out and solicit a vacancy. The office may even refer a candidate to a professional employment service in another state if it thinks this would serve the candidate's best interests.

The above variety of placement approaches clearly illustrates that the college program of the Professional Placement Center is still in a state of flux. On the one hand it reflects a response to the growing demands of college teacher placement, and on the other a willingness to experiment with new techniques.

HISTORICAL DEVELOPMENT

The first step in the development of a service for college teachers was the establishment of a special professional placement office within the New York State Employment Service. During World War II, a large professional office was maintained which primarily dealt with critical scientific and related manpower needs. At the end of the war, the professional facilities were greatly reduced because of budget restrictions and the office was consolidated with the commercial office in 1949. Although some activity did continue, it was on a reduced scale, except for the ambitious convention placement services.

One of the first groups to use its services was social workers. During the next decade such professional groups as psychologists, nurses, statisticians, guidance counselors, and metropolitan area economists sought placement assistance from the state employment system and were serviced by the center. Some groups (e.g., the historians, political scientists and sociologists) approached the U. S. Employment Service (USES) for aid in providing a placement service and registry for their members at annual conventions. As their needs expanded, they turned to the state system and, subsequently, the Professional Placement Center for year-round service.

Statistics provided by the N. Y. State Employment Service reflect the growing demand. Excluding nursing instructors and several other selected groups, only 13 college teachers were placed by the N. Y. C. center in 1960, whereas nearly 100 were placed in 1964. However, developing an effective college teacher placement service under governmental auspices is more difficult than the trend of the statistics cited above may imply.

First of all there is the problem of image. Since its inception the USES and its affiliates have been plagued with the label of unemployment services. Even though in 1941 New York State made the placement service a separate division from the unemployment compensation service, the unemployment image has continued to stick. This image has seriously affected the acceptance of its services by both candidates and employing institutions. Employers think of the public employment service as a source of unskilled and manual workers rather than as a source of white collar and professional workers. It seldom occurs to employers that a public agency has qualified professional applicants available. Those who do think of it suspect a public employment service of being inferior to a college or private agency and fear that listing with a public service would result in an avalanche of under-qualified applicants. Candidates tend to associate a public service with blue collar or clerical workers and question its value as a means for securing high quality professional jobs. Often they regard it as a last resort and only register in desperation. Even though the location of the Professional Placement Center is in one of the most fashionable business sections of New York, 444 Madison

Avenue, it has also been unable to completely overcome the image problem.

Another glaring trouble area in the servicing of college teachers is one of structural organization. The whole structure of the USES and its affiliates is oriented to a local labor market area, whereas college teachers and employers need a nation-wide service. In general, the USES offices are structured on a placement-credit system, the resources available to any office being dependent upon the number and types of placements it has made the previous year. Each placement is worth a certain amount of credit and will be worth more for those more difficult to place. Thus more credit is given for professional placements than for those at lower skill levels. The credit system is then subject to the geographic jurisdiction area of each office.

The geographic area served by the Professional Placement Center, for example, consists of four of the five boroughs of New York City. Syracuse and environs and the Newark, New Jersey area are each served by other professional employment offices. Each professional office has a similar geographic jurisdiction, although in some states teacher placement is handled on a state-wide basis. An office can receive full credit for placing a worker only if the placement is within its own jurisdiction. If two offices cooperate in making a placement, each office gets some credit for the transaction. This credit system creates problems in bringing together employers and applicants from different parts of the country and sometimes the office making the match gets less credit than it deserves or even none at all.

The problem is two-fold, involving both financing and jurisdiction. The Professional Placement Center cannot receive full credit for placing college teachers outside of the four boroughs it serves. While recognition of credit is important, more important is the remuneration for the costs involved in placement. In some states this financial problem is compounded by an outdated credit system which allows equal credit for all placements, regardless of the time and expense envolved. The second problem concerns the fact that no office has the authority to develop jobs nationally for college teachers because of fragmentation by state lines and local office jurisdiction. If such an authority were granted, then no doubt some method of payment could be worked out which would make it financially possible. Present labor market areas are geared to industrial, service and white collar employment needs rather than those of a profession such as college teaching.

Thus the structural jurisdiction problem and the problem of image together have frustrated the development of a broad-scale, effective placement service for college teachers. Even so, in some areas a service has developed, largely subsidized by other portions of professional placement work.

CANDIDATES

The Professional Placement Center feels that its services are known well enough to attract a sufficiently large pool of teaching candidates to permit some selectivity in placement. The fact that the center is able to fill a significant percentage of the 400 vacancies that came to its attention in 1964 would seem to indicate that there is no particular problem in getting qualified candidates. The methods the center uses to attract these candidates are fairly diversified.

In addition to hearsay advertising by candidates themselves, the facilities of the center and other such USES offices are publicized through the services provided by the USES at professional conventions. Many professional associations such as the AAUP, the American Psychological Association, the local chapters of the American Statistical and American Economics Associations, the New York State Counselors' Association, and the American Personnel and Guidance Association allow the New York Employment Service free space in their professional publications as a means of making their members aware of the services available. Frequently a professional association located in New York City will refer a candidate who has contacted its office to the placement center. Sometimes placement counselors are invited to talk with a group of graduate or college students about employment opportunities for specific occupational areas. This usually results in applicants' coming to the office for placement service. Finally, the BES in Washington publishes a list of Professional Office Network Offices from time to time.

Anyone may use the services of the Professional Placement Center. These services are provided free of charge to persons in or out of state, new or old graduates in any field, and poor as well as excellent candidates. The demands of the market determine who does or does not meet the minimum requirements for college teaching. Although the criteria will differ from discipline to discipline and from college to college, the standards are set by the employers and do not vary with the persistence of the candidate. Applicants who do not meet the standards of openings are not referred. If candidates fail to meet the criteria of openings on hand and anticipated openings, they are discouraged from registering. Insistence, however, will bring about registration without referrals. Since academic labor market changes do not occur rapidly, the chance for a marginally qualified candidate's being referred is slim. However, sometimes a candidate with less than top-notch qualifications may be referrable near the beginning of the academic year. In addition to the recruitment campaigns, the Center has the advantage of filling vacancies from a large file of practitioners as well as college teachers.

The information collected on a candidate is contained in two documents--the application form and a resume. The application form is designed for use by all persons seeking professional placement, college teachers or others, and includes the

following: work experience (name and address of employers, type of business, dates of employment, last salary, position title, description of work, number of persons supervised, reasons for leaving, and permissability of checking references), professional association memberships, veteran status, publications, licenses and certificates held, foreign languages spoken, education (name and location of schools, major and minors, number of credits received, degrees received and dates of degrees), physical characteristics (height, weight, date of birth, disabilities), social security number, marital status, preferences (including willingness to commute), address, telephone number, location, type of position desired, and a space for comments by the interviewer.

Noticeably absent are race and religion questions and references. The center does not collect references, but when granted on the application form, it reserves the right to contact previous employers if it feels there is some reason to question the candidate. Also not included on the form are a place to state subspecialities and specific performances in college and graduate school and sufficient room for the listing of publications. However, some of these omissions are corrected through the use of supplemental forms in certain cases.

Recent college graduates who have no work experience, for example, receive an additional form asking for extra curricular activities, courses taken and grades received in various fields, and a description of special skills and hobbies.

Whereas the application form is designed for use in selecting and job matching, the resume is more limited in its purpose as the document in which the candidate sells himself to employers. Although the resume rarely contains information which is not included on the application form, except perhaps a more extensive statement of publications, it does present the material in a more attractive form and is expected to read as favorably as possible for the candidate. This resume is designed by the candidate with the help of the placement counselor. A pamphlet, Guide to Preparing A Resume, is also furnished free of charge to those candidates who need additional assistance.

The interviewer in charge of college teacher placements spends between one-fourth and one-half of her time interviewing and tries to interview as many new registrants as possible. Because most applicants have some present connection with the New York area or have just moved there, perhaps as many as 80 percent can be interviewed at the Madison Avenue office. The interview may take anywhere from fifteen minutes to over an hour, depending often on the applicants' knowledge of what they want. During the interview the interviewer seeks to establish a rapport with the candidate and to give him a feeling of confidence in the placement center. This is also the time for the candidate to spell out in greater detail the type of job he wants in terms of the courses he would like to teach, salaries which would be acceptable to him, rank aspirations, career plans, and the like.

When it is determined that the candidate will be accepted as a college teacher applicant, the interviewer asks further definite questions of preferences as the following to establish precisely the type of position desired: "Would you be willing to locate in upstate New York even though you ask for New York City on your application?" "Would you be willing to teach all freshman courses?" "Would you be willing to teach in an interdisciplinary program?" "What courses other than those in your major field of specialization could you teach?" "Do you speak more than one language?" "Would you be willing to assume some administrative responsibilities?" "Do you have any requirements as to rank?" "What are your preferences, motivation and goals?" The more successful interview will bring out facts not included on the application form. For example, one interview with a business executive who wanted to move into college teaching revealed that his children were going to college in the midwest. This suggested that the candidate might be interested in a job vacancy the center had received on a flyer from a midwestern state institution. He was eventually placed in this institution.

The interview is also used to pass along certain market information to the candidate. If his salary specifications are unrealistically high, the interviewer will tell him so. If, on the other hand, they are quite low, the interviewer may point out that he is likely to receive a higher offer. In most instances, the interviewer is able to turn to her file of open jobs and pull out several that might interest the new applicant. If, indeed, the candidate is interested, the interviewer then will discuss the advantages of living in the community in question, the control of the school, the types of courses the applicant might be asked to teach, and other pertinent information about the hiring institution. The candidate is expected to send his own resume to the employer although sometimes the interviewer sends it with a cover letter to develop an opening. The interviewer keeps the application form and files it by discipline along with a few copies of the resume. It is also expected that the candidate will inform the interviewer about the results of his inquiries. If, after two months, she has not been contacted, a form will be sent on which the candidate can indicate whether or not he actually applied for the job and if he got it.

When no jobs are immediately available, the interviewer sometimes sends the applicant's resumes to schools which in her judgment might have vacancies for which the applicant is qualified. Another method of promoting use of the service by schools not listed with the Center is calling employers by telephone. Here the Professional Placement Center's complete file of catalogues from New York schools is quite helpful.

In all, there are about one thousand candidates listed in the active file, which contains only those applications indicating an interest in referral during the current hiring season. The actives are filed according to nine disciplinary categories.

The following break-down of the scientific and technical category (including physical sciences, engineering, biological sciences and health fields) may be revealing as a candidate-analysis sample. Of the 91 actives listed in this category, nearly 60 percent had earned Ph.D.'s and all but two (both in engineering) had earned at least Master's degrees. Among the degree-granting schools were New York University, Columbia University, MIT, University of California at Berkeley, and Harvard, to mention only a few. More candidates were male than female, but the proportion of females was larger than the over-all proportion of females in college teaching. The age distribution of applicants conforms rather closely to that of the college teachers seeking job changes. It is shown in the second of the two tables below.

TABLE 1.

Current* Activity of Scientists in Active File

Activity	Percent
Teacher in Higher Education	47%
Business Employee	23
Graduate Student	13
High School Teacher	10
Government Foundation Employee	7
TOTAL	100%

Source: Files of the Professional Placement Center

*at time of application

TABLE 2.

Age of Scientists in Active File

Age	Percent
20-29	14%
30-39	52
40-49	21
50-59	11
60+	2
TOTAL	100%

Source: Files of the Professional Placement Center.

About one-fourth of the applicants had no college teaching experience, though about half of this number had done some high school teaching. Those who were teaching in higher education at the time of their application were fairly evenly divided among the four academic ranks. The majority were teaching in New York State and almost all were at public rather than private institutions. Although none of the applicants were currently teaching at an institution in the top 10 percent of colleges and universities, over half were teaching at schools in the top 30 percent. Many of the schools also had just recently been teachers colleges.

As was pointed out earlier, in the over-all there is an obvious New Yor City orientation. (See Table 3 below.)

TABLE 3.

Area of College Teacher Placements, 1964

Area	Percent
New York Metropolitan Area (Including New Jersey and Long Island)	67%
Other New York State	27
Out of State	6
TOTAL	100%

Source: Files of the Professional Placement Center.

Not only are most placements made in or near the immediate area, but also most candidates come from or are returning to the city and are seeking positions in the metropolitan area. In addition, a number of the candidates who have already been placed by the center in or around New York are kept on active file by request for referral of other jobs. Among the candidates from outside New York, most appear to be from relatively isolated locations. For instance, there were no candidates who were currently teaching at any institution located in a major metropolitan area other than New York.

The placement center's records do not allow for an analysis of candidates' national origin or race. There is, however, some indication that a disproportionately large number of foreigners and Negroes are listed with the center. Such an imbalance is to be expected by the very nature of the two groups, which have only very limited contact within the informal market and must by necessity make broad use of the formal market, expecially public agencies.

The degree of a candidate's "activeness" is nearly impossible to determine. Such problems as confirming whether a man has accepted a job suggested by the center, found one by another method, or decided not to move after all present a great difficulty and often remain unresolved. One of the major causes of the difficulty is the fact that the present staff involved in

college teacher placement is so small and the demands are so many that repeated or long-term follow-up procedures are not feasible. When time permits, one of two forms may be sent to a candidate.

The first form is sent to candidates who have received several referrals. It lists the candidate's name and code number and asks the candidate to indicate which positions he has applied for, which he has not, and why he has not. The second form represents a check on continued interest. It is a post card which asks for the candidate's current employment status and employer, if he is presently employed, and requests the candidate to return the attached card if he is still interested in new employment. It then states, "If we do not hear from you we will assume that you have obtained a suitable position and do not wish to be considered for other jobs at this time." Files are cleared annually and, if after two years there has been no reply to either of these letters, the applicant's file is retired to storage.

Unlike most placement services, the Professional Placement Center does not object to a person who never actually applies for a job. This reaction is directly related to the center's basic function, which involves not only placing candidates but also providing labor market information to both candidates and employers. In order to acquire sufficiently comprehensive information on the academic market, it is essential to carry out the full placement procedures for each case regardless of whether the candidate is only checking the labor market, since this decision not to switch jobs may come only after referral and observation of market conditions.

SECURING VACANCIES

Known vacancies are scarce. The placement center is constantly seeking to learn of new vacancies through a variety of methods. Professional conventions at which a placement service is provided are prime sources. Employers who find the U. S. Employment Service helpful at the convention often consider listing their vacancies with the placement center throughout the year. The center also receives notice of those vacancies which remain unfilled at the end of the convention.

In order to convince employers that the center does have qualified candidates, a one-page leaflet entitled Profiles is sent out about five times a year. One typical Profiles reads as follows: "Listed below are several of the many professionally seeking academic appointments currently registered with our Education Unit.

Number 571: Ph.D., English Literature: Diplome de Civilization Francaise, University of Paris. Rank of associate professor with eight years college teaching experience, including Old English Language

> and literature, contemporary American and English literature. 17th and 18th century poetry and prose. Publications include one textbook and three journal articles. Seeking appointment as associate professor anywhere in New York State...."

The leaflet from which this item was taken listed three other English teachers with some special experience. This is the type of publicity activity that the center would like to expand but simply does not have the staff necessary for it.

Another method of developing vacancies is through the advertisements in professional journals, such as the AAUP Bulletin and bulletins of many Professional societies, directed toward informing candidates of the service and suggesting a means of finding candidates to potential employers. The center also maintains a list of the vacancies which appear as want ads in the professional journals together with those which come to the office in flyer form.

In some cases the Center may try to develop a vacancy for a specific candidate. If a particularly well qualified candidate comes to the attention of the interviewer, she sometimes writes an individual letter to potential employers whom she thinks might be interested. The letter would probably read something like this: "I am enclosing the resume of an instructor of English whom you may wish to consider for your department, either on a full-time or a part-time basis. If you are interested in his background, I will be happy to contact him on your behalf." Such a letter might go either to a department chairman with whom the center has had no previous contact or to a chairman who has been contacted before. In cases where previous contacts have been established, especially with employers within the city, a telephone call is often substituted for the letter. In general this technique of developing a vacancy has met with moderate success.

The technique which has produced the greatest returns has been that of actually visiting the potential employers. From time to time the interviewer in charge of college teachers assembles a collection of candidate resumes and meets with potential employers in the four-borough area according to prearranged appointments. When an employer is a person with whom there have been no previous dealings, the counselor is faced with a large selling job--she must first sell herself, then the service, and finally the candidates. One approach is to ask the employer if he would have any resistance to hiring a candidate who qualified for a vacancy just because that candidate was referred through the public employment service. This usually leaves the employer with no other answer than "Sure, I would hire him." Then the interviewer will usually present him with the resumes she has brought with her, which may or may not result in a promising contact. In at least one instance, that of Nassau Community College, such a meeting has resulted in nearly 30 placements over the past two and a half years. Once a productive

contact is established with a local employing official, then the counselor can maintain the contact via telephone.

This procedure of personally soliciting vacancies is another activity the center would like to pursue further but, again, does not have the personnel to do so. The fact that such an approach is possible at all, and successful even on a small scale of operation, is due to the local orientation of the USES affiliated service. Geographic limitations are imposed upon the center by the jurisdiction system. The center does not recommend splitting responsibility for order development and applicant recruitment under any system. In any federalization of the USES operation to bring about a thorough familiarity with the market, it would be desirable to federalize only the listing of candidate, while maintaining local autonomy for the development of vacancies.

The Placement center has seen very little open opposition to its services. It realizes that there are some employers who will not use its service because of the resistance generated by some college placement offices and private employment agencies. Sometimes this takes the form of avoidance, but often the center overcomes this resistance when it has qualified applicants available to offer to these employers. The center also has a strong feeling that its existence and activities are not sufficiently well known, in spite of its publicity programs and job recruiting trips. Of particular concern is the failure among employers to understand the range of service that is offered. Continually, employers who are working with the center for the first time express amazement over the quality of the service. This reinforces the center's belief that its usefulness could be considerably extended if employers were better informed.

The Professional Placement Center naturally concentrates its service on schools located within the metropolitan New York area and the state university system. However, schools outside the area are occasionally assisted, especially at convention time. Since the center is prohibited by law from indicating race, creed or religion to either the school or the applicant, some schools do not find the service provided by the center to be very helpful, especially those interested in hiring members of their own denomination. Another exception to the center's coverage is the employer who insists upon being listed anonymously. The center feels that knowledge of a school's name is essential for an intelligent evaluation by the candidate and therefore refuses to accpet an anonymous employer listing at any time. A candidate, however, may list anonymously at a convention to avoid discovery by his employer and the possibility of a penalty for his job seeking activity.

Much of the information which is collected on particular job vacancies is compiled on a "description of vacancies" form. If the center is contacted by phone, the counselor will fill out this form for the employer. The information on the form includes the name and location of the institution, number of

vacancies, department in which the vacancy exists, title and rank of the vacancy, salary range, starting date and duration, courses to be taught, other responsibilities involved, degree and experience required, address of the employing official, and other comments. A card is then filled out for each employer and placed in a file on the counselor's desk. Each card lists all of the jobs the employer has open and identifies each job by date of listing, salary range, discipline, and persons to whom the job has been referred. If an employer lists a job with restrictions of which one or more are prohibitive in light of the current market (e.g., an unrealistically low salary), the center will go ahead and accept the listing but will also point out to the hiring official how his offer stands in the market. Such a service in the area of labor market information helps the employer to determine what steps his school must take in order to attract qualified candidates.

In addition to the specifics asked on the "description of vacancies" forms, general information on employing institutions can be found in the catalogues which are kept on file at the placement center. The counselor is also able to contribute to the over-all fund of knowledge through her personal impressions of the colleges and universities she serves or may visit. This information would pertain to such things as the appearance of the community, the personalities of potential colleagues, etc.

The burden of following up vacancies and referrals falls almost entirely upon the shoulders of the placement center, simply because it seldom occurs to either candidate or employer to inform intermediaries that a connection has been made. Each September the center contacts those colleges which have listed vacancies during the past year and asks if the positions are still open. If they are, the center continues to list them; if not, the records of the vacancies are made inactive and filed for possible future reference and solicitations. At the same time in September the center sends a letter to each of the schools to which it has referred candidates to ask if the school has hired any of the referrals. An extra letter may also be sent out during the course of the year if a number of candidates have been notified of the vacancies at one particular school, and especially if the candidates are known to have responded to the school and received no reply. This inquiry would ask which, if any, of the positions originally listed with the center had been filled and which were still open.

MATCHING

The placement center is quite selective in its procedures of matching candidates to job vacancies. It refers a candidate to only those jobs for which he appears to be qualified and which might interest him. The converse is also true. The center informs an employer of only those candidates who might interest him. Promotional attempts to develop vacancies are

done in terms of the probable interest of the institution rather than against a particular opening. Inactive orders help identify institutions that might be interested in specific applicants.

There is always the problem of what to do when a vacancy comes in and there is no available candidate who is exactly qualified for the position. For example, should the center refer a candidate who almost has his Ph.D. to a job that specifies the Ph.D.? Even if there are no other Ph.D. candidates available, the near-Ph.D. will not be referred unless the employer has been contacted by phone and has expressed some interest in the candidate or at least a willingness to see the resume. No candidate is referred unless he exactly meets the specifications of the employer or unless a personal communication with the employer suggests that an exception might be possible. The extent to which the center makes such calls depends upon the tightness of the market.

In making matching decisions, the interviewer abides by the minima of the candidate and the maxima of the employer in regard to salary, rank and location. She relies heavily upon her knowledge of the candidate gained through the interview and her knowledge of the job and employer as she has had contact with him. This matching process is facilitated by the fact that the employers with which the interviewer deals are relatively few in number and relatively nearby. And generally speaking, placements are made at institutions where one or more placements have been made in the past.

Not all registrants get referred. In highly specialized areas and areas where the candidates far outnumber the jobs, a poor or marginal person may be listed with the center but will not be referred. The placement center does not refer a candidate if there is not some prospect of his being employed. In order to preserve good relations with employers, it is important that the service send the best possible candidates and rechannel the ones who are not as well qualified. All of this matching is done solely by the interviewer.

Between two and five jobs are mentioned to the average candidate and between five and ten candidates to the average employer. Usually the employer is to contact the candidate either directly or through the center, after the candidate sends his own resumes directly to the employers. The center does not normally forward resumes at the request of the candidates. However, in some instances the center sends candidate resumes directly to the schools without the candidates' knowledge, as when a school is in a particular hurry to fill a vacancy. Another exception is the State University of New York. It has a standing order for the resumes of all qualified candidates to be sent to Albany for zeroxing and referral on to particular schools within the state system.

Although the center attempts to refer only qualified candidates to potential employers, the referrals are by no means recommendations. The center feels that an application form, a

resume, and an interview do not provide enough background to permit the center to make an evaluation-in-depth of the candidate. The employer who is interested in a particular candidate is expected to ask for references and investigate the candidate on his own, if he so desires.

Unfortunately the center does not keep statistics on the number of times a particular job is mentioned to candidates. Statistics are available on actual placements, however, and the rapid growth of the center's service is reflected in the table below.

TABLE 4.

Number of College Teacher Placements, Jan. - Dec.

Year	Number
1960	13
1961	29
1962	45
1963	64
1964	97

Source: Files of the Professional Placement Service.

In recent years there have been around 1,000 active applicants per year, of which roughly 700 are new registrants and 300 are carried forward from the preceding year. In 1964, the center will have found jobs for about ten percent of the actives. Most of the 900 persons for whom jobs were not found fall into at least one of the following categories: (1) persons who have entered the market solely to find out what they are worth, (2) persons desiring to get a competitive offer for bargaining purposes, (3) persons who are looking for a fantastic offer which they may not realisticlly expect, (4) persons who have found jobs by other means before the center could serve them adequately, and (5) persons who have had an honest change of heart and decided

not to switch jobs. Of the 1,000 applicants, only a very small number did not receive notification of any vacant jobs. Most applicants were given the option of applying for at least two or three jobs.

Over half of the placements made in 1964 were in one of the 50 or so colleges associated with the New York State University, and 12 placements alone were made at one particular school--a relatively new community college within the state system. Another 12 placements were made in other public schools, and 29 (about one-third) were made in private institutions. Very few placements were made in the so-called prestige schools. The New York community colleges were the largest users of the service, and two-thirds of all placements took place in the New York metropolitan area including New Jersey and Long Island. Among the in-state schools were St. John's, Alfred, Yeshiva, St. Francis, Vassar and Long Island. Out of state placements were made at the University of Virginia, Southern Illinois University, the University of Connecticut and Fairleigh Dickenson.

The Vassar placement is interesting in that it reveals another facet of the placement center's service. At Vassar it was learned two days before classes began that a German professor was not coming back. The New York Employment Service was contacted and a placement was effected within the two-day period. Similar emergencies were met at Brooklyn College and the Nassau Community College. The placement center seems to be especially effective in making emergency placements, and it is often through such placements that the service can gain acceptance among the more prestigious schools.

Nineteen of the 88 placements were in part time positions and 69 were in full time positions. As shown by Table 5, the placements were spread over a broad spectrum of fields.

TABLE 5.

College Teacher Placements by Discipline, 1964
(Full Time Only)

Discipline	Percent
Biology	7%
Business and Commerce	7
Education	4
English	15
Fine Arts	9
Foreign Languages	16
Physical Sciences and Mathematics	11
Social Sciences	17
Other	14
TOTAL	100%

Source: Files of the Professional Placement Center.

The large percentage of placements in the area of foreign languages reflects the fact that newly immigrated foreigners often seek help from the public employment service. At the same time, the unusually low percentage of placements in education probably reflects the heavy reliance made upon the school-related placement offices which are normally found in teachers colleges.

Table 6 shows that most of the placements were made at junior ranks.

TABLE 6 .

Placements of College Teachers by Rank, 1964
(Full Time Only)

Rank	Percent
Full Professor	5%
Associate Professor	15
Assistant Professor	39
Instructor	32
Other (including Research Associate)	9
TOTAL	100%

Source: Files of the Professional Placement Center.

One of the constant problems facing the center is that the available jobs are primarily at the assistant and instructor level whereas the number of people looking for senior rank positions is about equal to the number looking for junior rank positions. It is therefore very difficult to place a man at a senior rank.

The placements were made at a wide range of salaries--from $5,300 to $13,500. Twelve were made at jobs paying less than $7,000 and three at jobs paying more than $10,000. The vast majority of placements are made in the $7,000 to $10,000 range.

ADMINISTRATION

Work with college teachers is handled by one full-time professional staff member, who is a college graduate without any special training in personnel and guidance, and is assisted by a part-time secretary. The interviewer is responsible for all phases of placing college teachers, including development of vacancies, candidate interviews, and making the actual placements.

The physical facilities are modest and the procedures simple. After a careful cost analysis, the State estimated that it costs $100 to place a professional worker, including college teachers. If we assume this estimate to be correct, the entire college placement program, including overhead, comes to around $10,000 for 1964. About 75 percent of the cost is salary expense, the rest being rent, postage, and general office expenditures.

POLICIES

The purpose of the New York State Employment Service differs somewhat from that of most placement services. The New York Service is involved in placement, but it also is concerned with disseminating labor market information and improving the allocation and development of manpower for the economy as a whole. Thus, though the placement service has the candidate in mind, it also has the economy in mind. Manpower development, not placement, is the primary object of the service.

Given its objectives, the employment service should be quite willing to cooperate with other placement services for college teachers. Unfortunately, however, the lack of uniform development in placement facilities in their communities makes for the difficulties in communication in clearing orders and applicants. Even the communication among employment service offices within states and among states is quite ineffectual at this stage, since the offices are not parallel in development. There is an interoffice and interstate teletype procedure, called LINC, through which brief summaries of both candidates and jobs may be relayed for quick placement. However, the primary drawback of this procedure is due to the broad differential in services offered by the various USES offices and the lack of opporuunity this LINC system has had for proving itself in college teaching. For instance, it would be a waste of effort for the New York office to send word of an available college teacher to the over 100 professional placement offices, simply because most of the offices do not even handle college placements.

As an approach for creating a national market, the LINC system has never really gotten off the ground. For one thing it is solidly frustrated by the structural financing of USES offices. Because the college teacher labor market is a national market, this area of the system would most probably benefit from an expediting of state clearances and interoffice communication. At this time, though, there appears some prospect for such a development.

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CONVENTION PLACEMENT SERVICE, U. S. EMPLOYMENT SERVICE AND ITS AFFILIATES

with the assistance of

DAVID N. PAYNE

The annual meetings of professional associations have traditionally provided an environment for talk about jobs. Scholars and teachers from all over the nation converge upon the convention city to share matters of mutual professional concern. Papers and meetings are an important element in the convention, but no more than the renewing of friendships and acquaintances. Talk about jobs is a constant undertone--in the crowded lobbies, over dinner, at intermission during a session, in the hospitality suites. One man's assignment is to find likely prospects for a vacant position at his school; another seeks professional advancement for himself; still another has in mind the advancement of a friend or a friend's vacancy; and, in many cases, convention registrants may be in the market bothas demanders and suppliers. Traditionally, the job talk has been informal. Structured opportunities for demanders to locate suppliers have been absent. Reliance has been placed upon informal contacts, the grapevine, and hearsay knowledge. Yet, recently, many disciplines have found that the informal system is no longer adequate. Jobs have become too numerous and too specialized. The number of possible employers and the number of persons trained in the field have grown to such an extent that the probability of the right employer informally meeting the right candidate at a three-day convention is virtually nil.

Sensing the need for more structure, and realizing the time, effort, and know-how required to conduct a formal convention placement service properly, a number of the professional associations have turned to the public employment service for help. Among them are: the American Statistical Association (ASA), Joint Allied Social Science Association (ASSA) including the American Economic Association, American Anthropological Association, American Political Science Association (APSA), American Library Association, American Orthopsychiatric Association, American Pharmaceutical Association, American Public Health

Association, American Society for Public Administration, American Sociological Association, American Art Teachers Association, American Association of Health, Physical Education and Recreation, National Conference on Social Welfare, National Council of Teachers of Mathematics.

Upon request, the U. S. Employment Service, in connection with its State affiliates, provides a complete convention placement service. The USES, as a public service, makes no charges for these services to the individual professional applicant, the association, or the employer. Since 1953, when the USES provided its first convention service, it has adopted and developed its technique which has resulted in a much-improved and highly-effective service. Many specialized operating techniques have evolved based on the realization that persons in professional occupations have requirements not met by traditional employment office procedures. The entire convention placement service seems willing to maintain a generally flexible posture regarding acceptable procedures. Out of this has come strength and success. The growth and use are reflected in the fact that the registrants serviced at three of the larger meetings (ASSA, ASA, APSA) have, between 1962 and 1964, increased 138% from 1253 to 2974.

The service is provided and designed to facilitate mutual location and contact. Job opportunities are laid out for the perusal of candidates, and candidate vitae are provided for examination by prospective employers. A contact medium is provided through an effective, well-operated message center so that interested employers may get in touch with candidates, and vice versa. No attempt is made to maintain recommendations on candidates, though some other services not previously provided have been added. Each service is now handled as a separate entity, beginning on the eve of the convention and ending as the convention ends.

ADMINISTRATION

The United States Employment Service comes in at the invitation of the professional association. Associations desiring such a service, address requests to the Director, USES, Washington, D. C. The director consults with the state affiliate in the state of the convention city to assure that the requested service can be feasibly arranged by the affiliate office. If so, personnel from the State agency begin planning well in advance of the actual convention. They prepare for a meeting with the local arrangements chairman from the professional association by studying what has been done at past conventions of the association. Since the conventions rarely meet in the same State two years in a row, the USES national office must supply the State agency with necessary background information. Meeting with the local arrangements chairman, the State service representative ascertains what type of service the association

wants, suggests various methods of meeting the stated needs, initiates advance arrangements for space in the convention hotel, and confers on the best strategy for publicizing the service.

Following the meeting, plans are effected. Necessary supplies are requested from the national office, tables and chairs are secured from the convention hotel, personnel (mostly from State offices of the host State) are lined up, publicity copy is written and submitted for preconvention journal issues and for inclusion in the convention program, and adequate duplicating machines are rented.

To avoid a registration bottleneck in the first days of the convention, an attempt is made to get as many employers as possible to preregister their job openings or availability before the convention date. Until recently, announcements in preconvention professional journals urged prospective employers and registrants to contact their local public employment office for the necessary pre-registration forms and to submit these forms through the local office. This procedure, which yielded less than ten percent registration, has recently been modified. Experimentally, for some conventions, pre-registration forms have been mailed to all members of the professional association and to as many prospective employers as could be identified. This procedure substantially increased total registration and raised the pre-registration percentage to over fifty. Some registrants, particularly those unfamiliar with the USES, seem to feel that it is too much trouble, and perhaps unprofessional, to bother with a local employment office before the convention; but the idea of pre-registration per se is acceptable to them.

On the day prior to the convention, a training session is held on location for the staff. They are briefed on the peculiarities of the discipline by the association's placement official or some local representative. In addition, they are given a summary of the association's history and the placement services provided for the membership by the association.

The site of the service itself is thought to be very important to its success. To avoid the sweat shop atmosphere as much as possible, tables are covered, signs are professionally painted, and extraneous material is stored out of sight. To avoid the hiring hall atmosphere, the service, which is ideally located in a large partitionable room, is partitioned into separate sections: a reception area with a designated place for self-registration, an area for employer review of applications, an area for candidate review of job opportunities, an area for employer-candidate conferences, a duplication area, and a message center and locator area.

When the candidate first enters the reception room, he is directed to the candidate registration desk. If he had not pre-registered, he is asked to complete an application form and a locator card. (The application form is described elsewhere.) These are returned to the receptionist who assigns the candidate an identification number which is to appear on all his forms.

If the candidate requests anonymity, identifying information is deleted from the application form. The application form is checked and, if in order, forwarded to the duplication area where it is filed by identification number.

Having effected his registration, the candidate will usually go to the area where books are maintained on "positions available" to identify opportunities in his area of interest. The jobs are arranged according to occupational categories with no more than thirty to a book. A sufficient number of duplicate books are prepared as required to eliminate congestion and waiting. At the same time in a comparable area, employers will be browsing through books where the application forms of candidates are on file. When a candidate sees a job which interests him, or when an employer sees an application which interests him, either may initiate contact through the message center.

The message center is a general post office specially designed for the placement service. The national USES provides what looks like a mail-sorting cabinet which has, if needed, nearly 3,000 pigeon holes. Each small box is numbered and every employer and candidate is assigned a box with a number corresponding to his registration number. Both candidates and employers are expected to check their message boxes regularly. If a candidate wishes to make contact with an employer, he writes the message and asks that it be placed in the employer's post office box. Upon finding the message expressing interest in his job, the employer may consult a clerk who maintains an alphabetical file of registrants and find the identification number of the interested candidate. Then the employer would refer to the "candidatesavailable" books, where the candidates are listed according to their identification number, and determine whether this particular candidate interests him. If interested, the employer may locate the candidate's convention address by consulting with the locator clerk, or he may contact the applicant through the message center. Of course, this procedure may be as easily initiated by an employer leaving a message for a candidate.

Space for interviews between employers and candidates is provided. A table may be reserved through a clerk in the message center. At this point, when employer and candidate meet face to face, the placement service has completed its role. Further negotiations are pursued by the parties most directly involved.

CANDIDATES

Candidates flock to the registration desk and the review room for "positions available" during the first days of the convention. Although it is possible for a candidate to have his application form placed in the "candidates available" books

even though he does not actually attend the convention (interested employers may contact him by mail), a substantial majority of the candidate-registrants attend the convention in order to receive the fuller benefits of the service.

On the application form, the candidate is asked to indicate name and address, marital status, citizenship, draft status, availability date, geographic limitations, education and degrees received, associational memberships, and current and previous employment experience. Candidates who wish to do so may submit a vita, including any information believed to be pertinent to employment. On the application forms of candidates who do submit vitae are stamped the words "Resume Available," an alert to the information-seeking employer that he may find more information in a special file where vitae are kept. These two information sources, placed in tandem, represent an interesting compromise between the necessity of short, standard forms to allow quick processing and rapid browsing and, on the other hand, the desire of candidates to present themselves in the most favorable light by emphasizing the areas in which they are strongest.

Table 1. Registrants at Sample Conventions*

CONVENTIONS	TOTAL CANDIDATE REGISTRATION	PERCENTAGE WITH DOCTORATE	PERCENTAGE DOCTORAL CANDIDATES
American Sociological Assn. (Aug., 1963)	155	45%	22%
American Political Science Assn. (Sept., 1964)	360	36	42
American Anthropological Assn. (Nov., 1964)	187	28	35

Source: USES records.

*/The conventions cited, though typical of the services provided to primarily academic disciplines, are not always typical of other services. At the 1964, meetings of the American Society for Public Administration, a group heavily populated by persons in employment outside academia, only 21% of the 159 registrants held Ph.D.'s.

The extent to which the convention placement service is used varies widely among disciplines. At some meetings no more than 3% of the convention registrants register with the placement service, whereas at others (see next chapter) the percentage is considerably larger. Typically, the candidates who do register with the placement service are relatively well qualified, though again this varies according to the discipline (see Table 1).

VACANCIES

Similar to candidates, information on employers is also maintained in a tandem filing system. The "positions available" form asks for a description of the vacancy in terms of title, duration, responsibilities and duties, and salary. Prerequisites for the job, including degree requirements and language proficiency, are also requested.

When an employer has sumbitted additional literature relevant to his vacancies, the words "additional information available" are stamped to the vacancy forms. Of course, an employer may submit virtually anything to the additional information file.

At most conventions vacancies exceed candidates, reflecting the general shortage of qualified university teachers. Another reason advanced for the imbalance between openings and candidates is the fact that employers almost always have their way paid to the convention, whereas, candidates, especially emerging graduate students, must often pay part or all of the travel expenses themselves. That the geographic dispersion of employers is much greater than that of candidates is another effect of the difference in expense arrangements. A case in point is the 1963 public health convention held in Kansas City, Missouri: although fifty-five percent of the candidates resided in the North Central region, only thirty-seven percent of the employers came from the host region.

The placement service is by no means oriented solely toward academic fields. The labor markets for college teachers and for governmental and business positions requiring the same skills demanded of teachers are not separated. In regard to education required, many of the employers will accept candidates with less than the doctorate degree. Academic employers are more conscious of this qualification than recruiters for business and government.

Over the years the personnel at USES have seen an upward trend in vacancy listings. In the beginning only the poorest jobs at the least known schools were listed. Pleased with the results, these same schools then began to list their better jobs which carried higher ranks and higher salaries. The latter jobs attracted more capable applicants. And the applicants, in turn, are now attracting the registration of some of the beginning positions and special problem positions by the better schools. There is no doubt that with time the quality of both

candidates and employers will continue to increase, for there are already many first-rate employers and candidates using the Convention Placement Service.

POLICIES

Convention Placement Service is becoming free of any image of an unemployment compensation bureau or a welfare agency and each success helps to enhance a new image. Part of the Service's conscious effort to build a more favorable image is the attention given to maintaining an attractive physical arrangement. Another phase of the program is the provision for pre-registration by mail. But the main element of image building is the provision of an effective placement service. Close association with professional societies and willingness to adapt its services to the placement needs of the specific professional disciplines are the cornerstones upon which the new image is being built. This is where the flexibility and willingness to alter traditional employment office practices can be so important.

One of the major changes made in procedures is the provision for anonymity, now a common practice at all convention placement services. For a number of reasons many candidates and many employers desire to remain anonymous when using a placement service. Employers and candidates often fear that others will ridicule their use of the service as unprofessional or "unproductive." Candidates may fear that their present employers will learn of their desire to find another job and inflict penalties. An employer may not want an employee of his to discover that replacement is being sought. Both candidates and employers run the risk that poorly qualified applicants (or mediocre employers) will consume time that might be more valuably spent following up fewer but better leads from non-placement service sources. Whatever the reason, a significant number of potential registrants will not use the placement service if they must be identified. In recognition of this special need, provisions are made for anonymity.

An employer may list his job without identifying the institution, and a candidate may register his availability and have his "candidate available" application form placed in the books without divulging his name. Actually, the present system allows three different levels of anonymity. The least secure is to omit the name of the registrant (employer or candidate) from the application form which is placed in the books. If, in this case, the casual observer does not take the effort to ask the locator clerk to translate an identification number into a name and address, the registrant can remain nameless. However, a registrant may also ask that the locator clerk not release his identity under any circumstances--which provides for the second level of anonymity. Finally, the registrant

who desired to view job opportunities or candidates available and remain completely anonymous is allowed to do so. Such a candidate (or employer) is given access to the books of "jobs available" (or candidates available") without registering. This policy suggests that the actual users of convention placement services almost certainly exceed those counted in the registration process.

A policy closely related to anonymity is the provision for separate candidate and employer viewing rooms. Employers (or candidates) are given the opportunity to view "candidates available" (or "jobs available") without the opposite party watching over their shoulders.

Before each professional association convention, the question is raised whether employers should be allowed to view the job orders submitted by other employers. Most often a permissive policy is adopted. By studying competitive job orders, employers are able to gain a feel for the market, to learn what the going rates are, and to get some indication as to whether their financial resources will allow them to compete in a tight market. There is little doubt that the permissive policy increases the flow of information in the market and improves the market mechanisms.

What happens to the orders and applications after the convention is over is another question. In the past, the public employment service has retained these forms and referred them to the local professional employment offices. However, the E.S. has modified this policy and now forwards applications and openings to local E.S. offices for further assistance only on request of the registrant.

It is generally agreed that the placement responsibilities do not end with the convention. In the past the public employment service has retained the convention orders and applications and referred them to the local professional placement offices. However, the necessity for a more specialized year-round service, geared to the specific needs of various professional groups has been recognized. This awareness has culminated in the establishment of a national registry service for certin professional associations, at their request and with their cooperation.

Overall, the convention placement services provided by USES are an important and desirable element in the academic labor market. The public employment service is providing placement in areas vital to the national economy, and for organizations that could not otherwise afford to provide such extensive and high quality services. As the effectiveness of the service becomes better known, more professional associations may see fit to call upon the USES for assistance during annual meetings.

Table 2. Number of Registrants at Conventions

	1962	1963	1964
Joint Allied Social Science Assoc.	730	1384	3041
American Statistical Association	135	160	469
American Political Science Assoc.	388	390	464
	1253	734	2974

Note: Percentage Increase in Registration From 1962-1964, 138%

THE ALLIED SOCIAL SCIENCES ASSOCIATION*
CONVENTION PLACEMENT SERVICE

by EDWIN C. GOODING

Until December 1963, the job market system for economists was a source of embarrassment to those in the profession. Here was a group of professionals who admitted their informal job information system was grossly inadequate. Being experts, they asked themselves how to create a more effective market mechanism. Despite the professional placement service offered by the Federal-State Employment Service, the number in the profession who used this service was relatively small. The most effective form of help which economists received from the Employment Service was the convention placement registry conducted by the Employment Service of the State which hosted the annual professional meetings of the American Economic Association. Even this annual convention service came in for much criticism from the profession. This criticism reflected two types of problems, psychological and technical.

THE PROBLEMS

The major psychological problem was the reluctance of this professional group to accept any formal market mechanism. Instead, job contracts and referrals were typically handled on an informal personal basis; some loss of status was believed to result for an economist who registered at any formal employment agency. Unfortunately, the reputation of the convention service was that it offered neither the best jobs nor the best candidates. This image further discouraged full participation.

The second problem was primarily mechanical. The profession was growing so rapidly that the 3-day annual meetings of

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*This chapter represents an expansion of an article "Economists and the Employment Service," by the author, first published in Employment Service Review, April, 1965.

economists were attracting an extremely large attendance. Even limited professional acceptance and use of the formal convention placement service taxed the ability of the registry to the utmost. What was needed was a service that could function rapidly and efficiently despite the convergence of hundreds of applicants and employers in a matter of a few hours.

These were the problems which faced the officials of the Massachusetts Division of Employment Security, the convention placement service of the U. S. Employment Service, and the author who served as the Association's employment registrar in Boston in December 1963.

THE SOLUTION

The problems were successfully resolved by action on the following principles:

1. The registry, by providing an efficient and flexible service, should complement and not compete with the informal employment market which exists at the meetings and which can never be completely formalized because of the personal preferences of applicants and employers.
2. Registry officials should concern themselves with designing the most efficient organization, minimizing any direct concern with the totals of such statistics as the number of referrals, registrations, and local office contacts. Such statistics would evolve as a by-product of an excellent service. In particular, nonregistrants should be allowed, and indeed encouraged, to browse through job information binders.
3. The registry should be set up as an information supermarket to minimize the loss of participants' time in registration lines and in obtaining relevant job information. Individual job counseling interviews were ruled out, for attempts in previous years to provide for such counseling interviews had resulted in massive bottlenecks that seriously crippled the service. The goals of the registry should be to maximize employer and employee contact time, the most precious commodity to employers and employees at the meeting.
4. The Employment Service should provide as much job market information as possible, consistent with any desire for confidentiality.

THE ROLE OF REGISTRAR

One complementing and often essential ingredient to the successful convention service is the appointment of a registrar for the convention from the particular professional association. This representative should accept the responsibility of working with the Employment Service so that it can gear its

service to the characteristics of this professional group. For example, the presence of the author as Registrar of the 1963 convention was in large part responsible for the innovation of pre-registration at the local Employment Service offices throughout the country. The convention service at the economists' annual meetings was too large to enable immediate reproduction of the multiple copies of applications and orders needed for the binders. In order to prevent long registration lines and extremely serious lags in placing the applications and orders into binders, a substantially larger proportion of pre-registrants to total registrants had to be obtained. Previous experience had proved that pre-registration at the local Employment Service throughout the country was inadequate. Many members did not want to make the special trip to the local offices to register a month in advance of the convention. Entering the local Employment Office often connotes to the professional men more of a commitment to an active job search than they are willing to make. The pre-registration previously achieved never exceeded 40% and this was not sufficient.

Despite the overwhelming need for pre-registration by mail, some officials (but not the ones most immediately involved) of the U. S. Employment Service were reluctant to set up a pre-registration system which in effect would enable some registrants to bypass the local offices of the U. S. Employment Service. Without the urging of an outside Registrar, this innovation might not have been instituted at all. Now it is standard operating procedure for all U.S.E.S. convention services. By instituting a pre-convention registration by mail the proportion of pre-registrants for the Boston convention was increased by 50% over previous years. This innovation was in large part responsible for the vast improvement in the service that was provided.[1] This new procedure was also instrumental in doubling the total applicant registration, and increasing the number of employer orders by one-half.

The results of this improved service were gratifying. At least 100 applicants obtained jobs directly through the service and many of the other registrants indicated that the market information they received was invaluable in helping them negotiate for the position they finally obtained through more informal contacts.

Analysis of the applications and orders explodes the myths about the quality of the candidates and the employers using the convention placement registry. One of the myths was the feeling that only the less well qualified in the profession registered

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1. The other ingredient that enabled the vast improvement of the registry was the reinstitution of the self-service principle of the convention placement service. See point #3 on the preceding page.

at the Annual Convention Placement Service. The statistics presented in Table 1 indicate that the proportion of Ph.D.'s among the convention registrants approximates that of the American Economic Association membership as a whole. Furthermore the number of registrants who were working toward Ph.D. or who already have their candidacy is substantially higher than that of the total American Economic Association membership.

Table 1. Education: Degree Attained: American Economic Association Membership 1963 and Allied Associated Registrants 1963 and 1964

HIGHEST DEGREE OBTAINED	A.E.A. MEMBERSHIP 1963	A.S.S.A. CONVENTION REGISTRANTS 1963 (Boston)	1964 (Chicago)
B.A.	12.7%	7.2%	5.5%
M.A., M.B.A., C.P.A. or M.S.I.R.	29.0	18.0	15.9
Working toward Ph.D. or Ph.D. Candidate	7.6	22.2	33.6
Ph.D., D.B.A., Ph.D. and L.L.B.	48.0	52.1	44.5
L.L.B.	2.6	.5	.6
TOTAL	100.0%	100.0%	100.0%
	(#973)	(#1163)	(#924)

Source: Registrant figures based on special tabulation of convention application forms, A.E.A. membership figures based on author's 10% sample survey of 1963 A.E.A. membership. The difference in proportions between the A.E.A. membership and the ASSA convention cannot be accounted for by sample error along. Numbers in parentheses represent the number of observations upon which the statistics are based.

A comparison of prestige of institution[2] of the economist's graduate degree is made in Table 2. The proportion of convention registrants who attended more prestigeous schools was lower than that of the American Economic Association membership as a whole. But the difference between 50 and 60% of those two groupings could partially be explained by the increasing significance of the new graduate schools in training economists. In any event the fact that 50% of registrants came from prestige schools dispels the notion that few well trained economists register at the convention.

Table 2. Prestige* of Institution of Degree 1963-64 Convention Registrants and 1963 A.E.A. Membership

DEGREE GRANTING INSTITUTION	A.E.A. MEMBERSHIP**	A.S.S.A. CONVENTION REGISTRANTS** 1963 (Boston)	1964 (Chicago)
Non Prestige	39.9%	48.3%	52.0%
Prestige	60.1	51.7	48.0%
TOTAL	100.0%	100.0%	100.0%

Source: Same as Table 1.
*/Prestige was defined as the 18 universities producing the largest number of Ph.D. economists between 1948 and 1958.
**/Excludes economists with foreign degrees.

2. A prestige institution was defined to include the eighteen graduate schools that have produced the largest number of Ph.D.'s between 1948 and 1958. This method of ranking closely approximates (but is not identical with) other more qualitative methods of ranking by prestige done by Allan M. Cartter in "Economics of the University," American Statistical Association Meeting, Chicago, December 1964.

Another indication of the quality of convention registrants is provided by the comparison of salaries paid to the academically employed registrants and the same sub-group of the American Economic Association membership (see Table 3). As there is no great divergence between any of these salary classes, one cannot help conclude that the registrants of the convention are typical of the membership as a whole.[3]

Table 3. Average Salary Scale of Institution for Employed Academic Registrants and A.E.A. Members by A.A.U.P. Grade

A.A.U.P. "GRADE"	RANGE OF AVERAGE SALARY OF "GRADE" - ALL RANKS LOW	HIGH	1963 A.S.S.A. EMPLOYEE REGISTRANTS (BOSTON)	1963 A.E.A. MEMBERSHIP
A	$10,958	$11,230	10.0%	11.3%
B	9,424	10,701	30.9	34.9
C	8,358	10,264	29.2	27.8
D	6,719	8,014	23.6	20.5
E	6,729	7,017	6.3	4.6
F	5,867	5,973	----	.9
TOTAL			100.0%	100.0%
			(#301)	(#327)

Source: A.A.U.P. Bulletin, Summer, 1963, and same as Table 1.

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3. Part of the problem involved in previous judgments of the quality of registrant economists is the sterotype that the economist has of his own group. This sterotype might be best represented by a man who receives all his degrees at Harvard, has a chair in a prestige graduate school, and writes regularly for the journals and publishes scholarly books. These individuals are (and always will be) the exception. Such individuals rise to professional leadership and exert a demonstration effect which

BROAD COVERAGE

One indication of the breadth of the coverage of the service is the fact that 85% of the registrants in Chicago had not used the service in the previous year in Boston. This fact when combined with the registration of well over 1,000 applicants in recent years and the total American Economic Association membership of 12,000 indicates that (any stereotypes notwithstanding) the convention placement service will be used by most economists at least once, typically in the early part of their careers. In Boston, fully one-third of all A.E.A. members who attended the annual meeting registered as employees and at least another 10% registered as employers. When this formal activity is combined with the informal job market in the halls of the meetings, it is easy to see why the annual meetings are called "The Slave Market."

MAJOR DIFFERENCE

The major difference between users of the convention service and the American Economic Association membership as a whole is age and experience. The median age of the registrants was seven to nine years below the Association's membership and the years of experience was less than half that of the membership. (See Table 4.) Although the registrants included men of age 65 or more, the relatively low position of the fourth quartile also indicates that most of the registrants were relatively young.

It is interesting to note that the Chicago registrants were significantly younger and less experienced than the Boston registrants. This in part reflects the influx of new entrants into the market, increasing the relative proportion of student registrants of 28.6% in Boston compared to 38.8% in Chicago. (See Table 8.) This phenomenon may also reflect the location of the convention. More than one-fifth of the American Economic Association membership is located in just three states of the "Eastern Establishment" (New York, Connecticut, and Massachusetts). Only one-eighth of the membership is located in the four states surrounding the Chicago convention (Illinois, Indiana, Michigan, and Wisconsin). Thus, ready access to the Association meetings (and the convention service) may well influence the degree to which economists with full-time experience use the service. A new entrant into the labor market is more likely to invest the time and money necessary to travel long

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causes the profession to have an inflated view of what the typical member is like.

distances in order to have access to the formal (and informal) labor market present at the annual meetings.

Table 4. Age, and Experience of 1963-64 Convention Registrants and 1963 A.E.A. Membership

AGE AND EXPERIENCE	A.E.A. MEMBERSHIP	1963 REGISTRANTS (BOSTON)	1964 REGISTRANTS (CHICAGO)
Average Age	41.8	34.4	33.9
Median Age	40.0	33.0	31.0
Upper Quartile Age	49.0	40.0	39.0
Average Years of Experience	14.0	8.2	6.0
Median Years of Experience	13.0	6.0	3.0
Upper Quartile Experience	22.0	12.0	7.0

Source: Same as Table 1.

GEOGRAPHIC IMPACT

What is the impact on the location of the Association's meeting on the employer and employee registrants? Tables 5 and 6 yield some interesting insights into this question. The impact of the change of location from Boston to Chicago was far greater for employee registrants than for employer registrants. The proportion of employee registrants from the Northeast dropped from one-half to less than one-third when the convention was moved from Boston to Chicago. At the same time openings in the Northeast listed at the convention held relatively constant. The increase between the years in the proportion of employee registrants from the North Central region was substantial (from 23.6% to 38.3%). Likewise the proportion of openings listed from the region increased (13.0% to 22.5%). If the influence of Washington, D. C. is discounted, the impact of changing the

location of the convention from Boston to Chicago on the other major regions was relatively minor. The change of openings listed from Washington, D. C. was primarily a reflection of the decrease in the hiring efforts of government offices in 1964 as compared to 1963, rather than the impact of the regional shift of the meeting.

Table 5. Percentage Distribution of Job Openings, by Region

REGION	BOSTON, 1963	CHICAGO, 1964
Northeast	21.1%	20.4%
North Central	13.0	22.5
South	49.2	30.1
West	8.6	10.4
Outside U. S.	8.1	16.4
TOTAL	100.0%	100.0%
	(#1140)	(#1255)

Source: Same as Table 1.

Table 6. Registrant's Permanent Address, by Region

REGION	BOSTON, 1963	CHICAGO, 1964
Northeast	49.3%	30.1%
North Central	23.6	38.3
South	17.9	20.4
West	8.3	10.1
Outside U. S.	3.3	1.1
TOTAL	100.0%	100.0%
	(#958)	(#1127)

Source: Same as Table 1.

ONE MYTH MODIFIED

One part of the convention service myth, though grossly overstated, has an element of truth. As shown in Table 7 not many jobs in the eithteen largest graduate schools are listed at the convention. These jobs are the most sought after and are readily filled through an informal correspondence between these schools. Because of their prestige, if these universities listed openings at the convention an impossible screening task could develop for them. These universities have a system which works effectively (if not democratically) and the convention placement service probably could not serve these eighteen employers well without setting up a complex screening procedure. Even with such a screening procedure it is doubtful that any of these employers would register, and such a screening procedure would hurt the hundreds of other employers who are currently served effectively by the supermarket self-screening type of service currently provided.

Table 7. Openings Listed From Prestige* Schools at 1963 Convention

EMPLOYER	PERCENTAGE
Prestige	2.8%
Non-Prestige	97.2
TOTAL	100.0% (#438)

Source: Same as Table 1.
*/Prestige was defined as the 18 largest universities in the production of Ph.D.'s in Economics between 1948 and 1958.

The lack of the listings of these prestige jobs does not seriously hurt the convention service because most available jobs are not at prestige schools. All types of government and business job positions are listed as well as many very good academic positions. Table 8 indicates that large universities provide over half the academic openings listed at the convention.

With the number of jobs expanding and a relatively inelastic supply of economists, a decreasing number of employers will be able to by-pass this service and meet their staffing needs.[4]

Table 8. Academic Vacancies by School Enrollment 1963 Convention - Boston

ENROLLMENT	NUMBER	PERCENTAGE
Under 1,000	58	13.1%
1,000-5,000	162	36.6
Over 5,000	223	50.3
TOTAL	443	100.0%

Source: Same as Table 1.

STRONG ACADEMIC ORIENTATION

Table 9 also illustrates the academic nature of the registrants. More than half of the employed registrants were in the academic world. Those employed by business accounted for 20% of the employed registrants. Relative to the American Economic Association membership, government workers were the most underrepresented at the convention register. This would be in part explained by the relatively large concentration of government economists in Washington, D. C. and also the existence of the Civil Service register which in effect provides a year-round intra-government register for economists.

4. See author's article "The Seven Year Lag - Market for Economists," New England Business Review, December 1964.

Table 9. Most Recent Experience of Registrants

MOST RECENT EXPERIENCE	1963	1964
Academic Teaching Full Time	38.2%	32.8%
Business	14.3	13.1
Government	9.3	9.6
Non-profit	3.5	4.8
Student - Full Time	12.3	16.2
Student - Teaching Or Other Assistant	16.3	22.6
Other	6.1	0.7
TOTAL	100.0% (#958)	100.0% (#1163)

Source: Same as Table 1.

As Table 10 indicates, the experience requirements of the job orders were quite compatible with the young and relatively less experienced candidates who registered at the Boston convention. Only 20% of the job vacancies specified any experience requirements at all, although over half of them that did specify such requirements desired men with five years of experience. Comparison of Table 10 with Table 4 indicates that there were enough experienced candidates to meet the requirements of the job vacancies.

Less compatible were the preferences of the employee for the particular type of employment opportunities available. Table 11 provides for a comparison of the preferential desires of registrants and the opportunities available by sectors. Most conspicuous was the relatively few employee registrants who indicated that government employment was their first choice. This incompatibility was even more glaring in view of the heavy number of government openings listed. It is quite possible that all the employee registrants were able to find employment in the academic sectors if they so desired. Many of the

registrants were already employed in the academic world and most would create a new vacancy there when they changed to another position. Of course the higher pay available in the government and business world may well have diverted many of these registrants away from their first choice.[5]

Table 10. Experience Requirements on Job Vacancies, 1963 Experience Requirements

EXPERIENCE REQUIREMENTS	PERCENTAGE
None Specified	81.2%
Some, But Less Than 3 Years	5.5
3 - 5 Years	3.2
5 Years And Over	9.2
Emphasis On Publication Or Research Experience	0.9
TOTAL	100.0%

Source: Same as Table 1.

5. Although average entry salaries were quite substantial in all sectors, Table 12 illustrates that its new entrant could achieve a higher basic salary in government or business as opposed to the academic world.

Table 11. Primary Position Desired and Job Openings Listed, 1963

AREAS	PRIMARY INTEREST INDICATED	OPENINGS LISTED
Not Given	30	---
Academic	640	460
Business	77	183
Government	9	627
Non-profit	n.a.	49
Non-academic (Unspecified)	217	---
TOTAL	973	1319

Source: Same as Table 1.

NEEDS FOR THE FUTURE

The modernized registry is serving an increasing segment of the market. It serviced some 1,200 applicants in 1964 compared with 640 in 1961. Registration of applicants doubled, while the membership of the American Economic Association went up only 18% over the same period.

The job market problem of economists is typical of that of most professionals, the most rapidly growing segment of our work force. The skills of specific individuals vary greatly, and informal announcements of job vacancies as well as personal recommendation for jobs are very significant sources of job information. But, by its nature, this system frequently breaks down. Given the growth of the profession, the number of combinations of possible employers and employees is increasing astronomically. As the numbers increase, communication becomes more difficult and the informal mechanism loses its effectiveness over a widening segment of the market. It must be supplemented by more formal devices such as the registry.

Table 12. 1964-65 Entry Salary* - Convention Registrants

EMPLOYER	MEAN PH.D. BASIC	MEAN PH.D. GROSS	MEAN NON-PH.D. BASIC	MEAN NON-PH.D. GROSS
Academic	$ 8,400	$ 9,800	$7,700	$ 8,400
Business	10,400	10,400	9,400	10,000
Government	9,800	10,000	9,500	9,500
All Entrants	9,000	10,000	8,000	8,500

Source: Same as Table 1.
*/Those students entering full-time employment after graduate school.

What else can the Employment Service do to aid economists? The possibility of a mail clearinghouse jointly sponsored by the American Economic Association and the U.S. Employment Service is currently under study. The clearinghouse applications and orders would be available at local professional placement offices in designated centers. With the American Economic Association's sponsorship, such a clearinghouse should be able to overcome most of the psychological barriers that professional economists may have against using any formal market mechanism.

Such a registry could be used to assist professional placement in local Employment Service offices throughout the country. Local office personnel could encourage the registering of economists who come through the regular channels of the Employment Service. Perhaps more importantly, they could encourage any employers who are seeking to hire their first economist also to use this nation-wide registry. In this tight market, the efforts of expanding junior colleges and State teachers' colleges, as well as State and local government officials, to hire competent economists might be completely frustrated unless all available information is used. With such a registry, the local office would have an additional tool to help employers meet their staffing needs more adequately. If this experiment proves successful, it may well represent a significant breakthrough which will enable furture cooperation between the Federal-State Employment Service and many professional associations.

PART VI: PRIVATE EMPLOYMENT AGENCIES

COLLEGE AND SPECIALIST BUREAU
Memphis, Tennessee

with the cooperation of

EDWARD CARTER,
Director

and

MARTIN JONES,
President

The College and Specialist Bureau is the second largest fee-charging employment agency in the college field and for many years has been a force in the marketplace. The CSB was initiated in 1927 when the Southern Teachers' Agency, previously concerned solely with elementary and secondary education, extended its service to college positions. Since then, the number of placements has followed the overall general business cycle. During the 1930's when jobs were scarce and candidates were plentiful, the agency had a difficult time locating available jobs, and as a result, the number of placements tended to be small. The real boom in placement activity occurred immediately following World War II, when there was a great need for college professors. During this time the agency pulled from its files many inactive but qualified registrants.

Before 1958, the placement services were conducted by one or two individuals who retained much of the placement information by memory. Starting in 1958, however, there was a mechanized reorganization of the office. This change has resulted in a broadening of the services made available, a large increase in both income and expenses. Today the operation is highly mechanized and, apparently, highly efficient.

CANDIDATES

The most critical problem faced by a private agency is developing a set of registrants who are both qualified enough to be hired and willing to pay a fee. The larger the set of candidates,

the more profitable the agency is likely to be, for placement is an operation with high fixed costs and low variable costs. Once an office has been established and basic equipment has been purchased or rented, an increase in the number of candidates processed by the equipment has a very low marginal cost, especially for agencies which are highly mechanized. The number of commercially feasible placements in college teaching positions has, historically, been quite small. Thus, most of the private agencies which handle college positions do so as a marginal operation--as an extension to their primary efforts in elementary and secondary positions. In this regard, both of the private agencies described in this volume are exceptions. The CSB, for example, receives two-thirds of its total income from college business.

Much of the success of CSB rests with its active program for recruiting qualified registrants. Advertisements are placed in many professional journals, such as the AAUP Bulletin, the Retired Officers' Journal, and the state and regional journals of educational associations. The main effort, however, is a direct mailing campaign. From college and campus directories, the Bureau attempts to identify emerging graduate students to whom it may send a multi-colored brochure on the CSB and an application form. The return rate of these mailings runs about two percent. Among the graduate students at some schools the return rate is considerably higher, because the graduate faculty cooperates in the distribution of the literature and endorses the policy of registration. These are usually schools which are too small to maintain a viable placement service for college teachers.

In spite of the resources devoted to direct mailing campaigns, the greatest single source of registrants is through personal referrals, the testimony of a satisfied client. Many men who were helped by CSB as many as 30 years ago have now reached positions where their advice is sought by younger teachers. It is only natural that they should suggest a channel which helped them in their own careers.

The significance of personal referrals as a source of registrations would undoubtedly be larger if it were not for the poor image attached to private agencies. These agencies are commonly referred to as "commercial employment agencies" and often regarded as using "unprofessional" techniques. Many candidates also cannot accept the idea of paying a fee to find a job in education. Of course, the owners of the agencies consistently deny, and for good cause, the "unprofessional" charge. And the owners resent the "commercial" label, pointing out that fund-raising consultants, business machine renters, and many other organizations relate to colleges and universities on a commercial basis without receiving the critical label with which placement organizations are branded.

Steps are being taken by the people in private agencies to upgrade their image, mainly through improvement of the service. The National Association of Teachers' Agencies has adopted a

standard of behavior that each member is pledged to uphold. It is hoped that eventually the members of the Association may be given the same relative position to non-members that accredited colleges have to non-accredited colleges. Whether the commonly acknowledged poor image of private agencies is justified or not, the fact remains that the image as it now exists reduces the number of personal referrals. Professors are not prone to admit that they have used one of the private agencies for fear of loss of personal prestige. Even though personal referrals are already the largest source of registrants for a well-established agency like the CSB, this activity would gain even more significance if the image could be altered.

In spite of the difficulties involved, the Bureau insists that a candidate register with it and sign a contract before any service is provided. The problems of collecting fees from persons who have not signed contracts makes such a policy mandatory.

Beyond the necessity of being willing to sign the contract, the qualities required for registration are minimal. Virtually any college graduate will be registered, with two exceptions. If the Bureau feels that a person desiring registration is not placeable in a college position, then his registration is not accepted. Secondly, even if a man is qualified, his registration may be refused if his demands for salary are so completely out of line with the market as to make him unplaceable. Refusals represent about five percent of total registration attempts. In its effort to minimize unnecessary clerical expenses, the Bureau justifies its position on refusals by the fact that it would be deceptive to accept registration when there is actually no hope of placement.

Once a man's registration is accepted, the Bureau develops a wide range of information for use in matching and for viewing by employers. Some of the information collected is that furnished by the candidate on the application form. These items include demographic information, educational background (date of degree, major subjects, minor subjects, degrees received, semester hours in education), employment experience (name of institution, position held, subjects taught, date of assignments), position and subject preferences, regional limitations, date of availability, race, health, physical limitations, church affiliation, membership in professional associations, publications, and present responsibilities at current position. On the same form the candidate is asked to specify his present annual salary, his salary expectation at a new position, and the smallest salary he would consider. Although it is rare, transcripts of academic records are also retained if the candidate wishes.

The candidate is asked to furnish at least four references on the application. The references receive form letters from the Bureau and are asked to complete a relatively short recommendation form which is essentially unstructured. The form requests information which would be generally applicable to all jobs rather than particularized for a specific position.

Although three follow-ups are usually sent, obtaining responses to these recommendation requests is sometimes a problem. If the four original references do not respond, the candidate is usually asked to submit more names so that at least three recommendations can be included in his dossier. All recommendations are solicited with the understanding that the candidate will not be allowed to see them.

When the recommendations come in, they are duplicated by a machine process and fifteen copies of each recommendation are placed in the candidate's folder. All recommendations are accepted and duplicated for circulation, whether they be positive or negative. No recommendation may be withdrawn or changed in any way. The Bureau feels that it would be unethical to do otherwise. In cases where the quality of the recommendation gives the Bureau reason to suspect that it may have been forged in whole or in part, every effort will be made to verify the recommendation in question. If the Bureau is suspicious about the recommenders whom the candidate lists, it will sometimes seek further recommendations from other persons known to be familiar with the candidate. In actual fact, the incidence of forged recommendations is infinitesimally small.

Occasionally the Bureau, by reading between the lines, will sense that a recommender who has returned a bland report really wants to say more, usually in a negative way, about his candidate. The letter may urge would-be employers to call the author or not to hire the candidate without a personal interview. In these cases, to protect its own reputation, the Bureau usually calls the recommender and gives him an opportunity to say what he really thinks of the candidate. These remarks are then added to the candidate's dossier which is circulated to prospective employers.

The only information that is withheld from the employer is the candidate's current annual salary. Otherwise, the employer is given all of the information that the Bureau has on the individual candidate. Likewise, the candidate is given all the information on the potential employer that the agency has.

As for counseling and advising candidates, the services provided by the Bureau are minimal. Most of the contact that the Bureau has with the candidate is by mail, and they very rarely have a personal interview with the candidate. It is possible, however, for the candidate to travel to Memphis and use the service directly. Many candidates have found that this is the best way to use the service, because the director will always try to give the visiting candidate very personal attention and is often able to locate a job for the candidate on the same day.

The Bureau feels that the best way to advise a candidate about his position in his own market area is to recommend particular jobs to him. The best way for a candidate to tell what jobs might be available to him is to see the jobs that are being circularized. Those candidates whose qualifications suggest that

they will probably not get a job and those candidates whose expectations are too high for the market are advised not to seek further for another job opportunity. In addition, candidates are often encouraged to register with their college placement bureau and to seek jobs through any other method that they may see fit.

Because of their diversity, it is very difficult to analyze the candidates who use the agency. A casual inspection indicates that the disciplines of the registrants roughly parallel the opportunities in college teaching, with the exception of the surplus fields where the proportion of active registrants is larger than that of the opportunities available. Among these fields are history, music, and art--though even within these general disciplines there are such scarcity areas as music and art education.

As to doctoral university, the candidates were educated at a wide variety of schools, including Michigan State, Columbia, Wisconsin, Chicago, Oregon, Pennsylvania, and Vanderbilt.

There is also a wide variety of working experience. Many of the candidates are apparently teaching in secondary schools and wish to move into higher education, although at least as great a number are currently teaching in colleges and junior colleges and are seeking better jobs. Their current teaching assignments include the entire quality spectrum of universities, though most of the candidates tend to come from the less prestigious schools.

Most of the candidates are young and have had some teaching experience, but exceptions are frequent to both of these generalizations. About 70 percent of all active registrants have been active in some previous year and 10 percent have gotten at least one of their previous jobs through CSB.

The CSB usually maintains an active file of around 1000 candidates, although during the peak season of late spring and early summer the number of registrants is larger. The registrants remain listed with the Bureau for such varying lengths of time that is is not meaningful to state an average. For some candidates a job can be found on the same day that their applications are processed; and for others seeking specialized positions in the excess supply fields, the period of listing may be as long as ten years. The Bureau follows a general policy of placing candidates in the inactive file if no correspondence has been received from them for five years, and in some cases only three years.

Keeping up-to-date information on candidates who have been listed for a relatively long period of time is a difficult task. When it is estimated that the information has become out of date, the Bureau often seeks new recommendations from persons suggested by the candidate. The Bureau discards much of the old correspondence which relates to out-of-date vocational preferences when this information appears to be irrelevant. Together with this is the perennial problem of determining whether a man is still seeking a job or if he has found one.

When it is known that a man has found a job, either through the Bureau or by some other means, the Bureau places his folder in the inactive file. Periodically this candidate is asked to bring his information up to date, even though he is presently neither seeking another position nor having vacancies referred to him. It is the theory of the Bureau that it should not generate dissatifaction by making the individual aware of jobs when he is not seeking another position. However, if the individual expresses an interest in changing jobs at the time, he is asked to bring his folder information up to date so that the Bureau may pursue another position for him.

VACANCIES

Although vacancy listings are easy to collect, good positions are hard to find. Like the college placement offices and graduate departments, private employment agencies are flooded with mass-produced announcements of job vacancies. However, since these announcements are sent to so many candidate sources, it is often not profitable to pursue these vacancies in much depth. The openings which are most likely to result in a placement by the Bureau and the collection of a fee are those which only the CSB knows about. Thus, a great deal of time and effort is spent developing the contacts that will inform the Bureau about little-advertised jobs. In this regard, the director of CSB, a former college dean, is in regular attendance at numerous professional conventions. At some of these conventions a special booth is set up for prospective employers to list their vacancies.

In addition, forms for listing vacancies are sent to nearly 1200 colleges and junior colleges each year. The mailing list is selected to include those schools which have used the Bureau in the past and those which are most likely to use the Bureau in the future. In many cases, the forms are sent to department chairmen and to other hiring officials as well as to the deans and presidents. Since the hiring process is so decentralized in most of the larger institutions, it is not unusual to send a form to ten or twelve different individuals at a single large university. Besides this annual mailing, there is other correspondence sent to schools who have used the placement service in the past. These letters range from greetings at Christmas to "May we serve you in chemistry?" and are intended to maintain contact with various employing officials.

On the vacancy form the employer is requested to list the following items: position title, salary, beginning date, duties and qualifications, agency by which the school is accredited, enrollment, control of school, volumes in library, type of institution, and the name, title and address of the person listing the vacancy. The employer is urged to supply additional details and information as he sees fit. This additional information will be placed in a special file on the particular school and/or vacancy.

This information will sometimes express discriminating specifications. For example, the employer may state that he will not hire a woman, a Negro, a non-Christian, or a non-Ph.D. The provision for such discriminations is believed to be essential for the effective functioning of the service, because, it is reasoned, employers simply will not be bothered by large numbers of irrelevant referrals. If employers must waste a great deal of time sifting through large quantities of unacceptable candidates, they will choose not to use the service at all.

Of course, if the employer is too particular in his specifications, the Bureau may turn down the opportunity to service the vacancy. Turning down vacancies is not commonplace, but it is frequent enough to make it feasible to use a form letter. The Bureau has found, however, that it must be very selective in its refusals since employers frequently list only their desired preferences and not their final demand. In such cases a hasty refusal could give a competitive agency the advantage.

The Bureau services employers on a nationwide basis. Although a detailed study of the vacancies listed by the Bureau was not made, general impressions were developed from the comments of the director. Listings originate about equally from private and from public schools. Among the public institutions, the smaller schools within the state college systems use the Bureau most often. Although all types of jobs are listed, the vacancies are relatively more plentiful in the scarcity fields. Deanships, presidencies, and full professorships are occasionally listed, but the majority of listings are in beginning positions.

It is difficult to know how long to retain the listing of a particular job vacancy. One of the problems here is knowing when an employer has filled the job by other means. Another problem is to know whether another job has been substituted in the budget of the same institution and thereby eliminated the first job. Usually the Bureau will retain a listing until it is informed that the job is not vacant. In some cases it may refer as many as 100 different people to a job before the right candidate is found.

MATCHING

At the current time all of the matching of job orders to candidates is done by the director of the agency. In this task he is aided by a rather extensive staff and filing system. The task of matching is highly dependent upon discretionary judgment and a great deal of experience. It is easy enough to match disciplines, but rarely does any one candidate exactly fit the specific qualifications for a vacancy. Also, an employer may ask for a particular Ph.D. in a field where several of the registrants who do not have Ph.D.'s really appear to be better qualified than those with Ph.D.'s. Here the director must decide whether the potential employer would prefer to have the list of the most

qualified candidates or would prefer to see only those who meet his exact specifications. The matcher must also have a feeling for what type of person deserves which rank and what the employer is seeking when he specifies certain requirements. It is necessary that the person doing the matching be thoroughly familiar with the higher educational system in the United States and have an appreciation for the various qualities that employers want in candidates.

The active candidates are maintained in a file on the director's desk. Each card in this file is arranged according to field. It is also tabbed according to whether or not the person has a Ph.D. and according to the immediacy of availability. In the upper right hand corner of each card there is an indication of the individual's minimum salary and vocational constraints.

Notification of a job vacancy is sent to a number of different candidates with the request that if they are interested they should return the letter with a note to that effect. The letter contains information on both the school and the job, and in some cases is drawn from sources other than those provided by the employer (e.g., the Directory of Higher Education). Usually between five and twenty candidates are notified. If the first five candidates are not interested or do not reply, five more candidates are notified, and so on. Usually these contacts are made by mail, but in exceptional cases the phone is used.

If the active files do not yield a person who is qualified for a particular vacancy, the inactive files are consulted. A recent changeover in the filing system permits the rapid location of inactive or less active individuals through the Findex system. With this system it is possible to locate such specific candidates as a man trained in geology, with a Ph.D., and wishing to locate in the Midwest.

When the Bureau does not have anyone who is exactly qualified for a given position, it usually will attempt to improvise to see of the college is interested in some slightly less qualified candidate. In instances where such improvision is not possible, the Bureau may wait and hope for a registrant who qualifies or it may inform the college that a matching cannot be accomplished. It would be extremely rare for the Bureau to go out and try to recruit the right man. It does not accept a vacancy and then try to locate a suitable candidate from among those who are satisfactorily placed or not registered with the Bureau.

Almost all of the credentials sent to employers are done so at the request of registrants who have received notification of a vacancy. However, if either party has a special need for immediate placement, this procedure may be altered. Instead of sending notification of the vacancy to the registrant, the director may choose to send his credentials directly to the employer. The decision of whether to make direct referral without a specific request from the candidate requires a great deal of discretion. In such cases the Bureau is not trying to supercede

the judgment of the candidate, but it is simply trying to expedite the matters of placement on behalf of all concerned.

When a candidate has requested that his credentials be sent to an employer, the Bureau must decide whether it will simply refer the candidate or if it will recommend that the employer hire the candidate. In the large majority of cases, a simple referral is made with the only recommendation being the implicit understanding that these are the most qualified candidates registered with the Bureau. In some cases, however, there may be either a written or a telephoned recommendation for a particular individual. Recommendations are more frequent in dealing with the more advanced and higher paid positions.

The information on how many jobs are referred to a candidate before he actually finds a job that he wants must remain confidential as one of the competitive secrets of the trade. There is some evidence, however, that an individual rarely accepts the first job referred to him and often is notified of as many as 25 different jobs. Similarly, the actual number of placements made must also remain confidential. However, it is possible to speculate on the minimum number of placements that would be required to cover expenses of an operation of this type.

The estimated total expense of the operation runs around $65,000 to $70,000. Since the Bureau charges a placement fee of five percent of the first year's annual salary, a placement in a $7,000/year job would bring a fee of $350. Assuming that the average job in which a candidate is placed pays $7,000, the point of breaking-even would be slightly less than 200 placements per year. By allowing for a ten percent profit, the total number of placements may be set at around 225. Since approximately two-thirds of these placements are in college teaching and one-third in secondary and primary teaching, one may estimate that the Bureau makes approximately 150 college teaching placements per year. This figure is undoubtedly larger in "good" years.

It must be remembered that these are entirely speculative figures and are intended to give more of an indication of the extent of the services provided by commercial agencies than to specify the actual operations of this one particular agency. It is generally accepted that virtually no one in the business places more than about 500 candidates a year in both levels of teaching. There is also some evidence to indicate that the CSB is probably the second largest placer of college teachers. Most of the college teacher placement operations are considerably smaller than the Bureau, and correspondingly, have considerably smaller overhead expenses. Their break-even points are undoubtedly quite a bit below the 200 level that has been estimated here.

ADMINISTRATION

During the rush months of late spring and early summer, the Bureau needs to be at maximum strength and employs about 14 people in the office. During the fall, when lowest demands are placed

upon the Bureau, the staff is usually about eight. The director is responsible for the overall supervision and is especially concerned with the matching of college teachers and jobs. His assistant director is primarily responsible for matching primary and secondary teachers. The balance of the staff is a highly-qualified group of high school graduates who have been trained on the job. These girls are all skilled in filing and mechanized processes, and one of the girls is responsible for the printing and other machine work.

As estimated above, the total budget is probably somewhere between $50,000 and $100,000, the major portion of which is devoted to personnel. As with the budget, the costs of individual placements are also confidential. There is some indication, however, that the costs are higher than might be expected at first. Among the costs that must be taken into consideration are the expense of office overhead, the many mailings that are often required, occasional long distance telephone calls, and the costly task of keeping information current. For some of the higher level placements, the Bureau assumes relatively large long distance telephone bills. Although not a universal rule, it is reasonable to expect that the costs of placement tend to vary with the size of the commission that is expected.

The entire revenue by which these costs are met is obtained solely through the five percent placement fee. Unlike many other commercial placement services, the CSB does not charge a fee for registration. The contract for the five percent fee (See Exhibit 1) construes "annual salary" as the total compensation before deductions for one calendar year, including a reasonable evaluation of fringe benefits, summer school teaching, and other similar payments. If an individual does not teach in summer school and has a salary based on the nine months of regular session, he would have to pay a fee based on the nine months of his first teaching year and three additional months of the following academic year in order to fulfill the 12 month contract. The five percent fee is only charged to individuals who use the entire range of services offered by the Bureau--from the referral of a job, through the sending of recommendations, to the final negotiations of the contract. If an individual locates his own job and wishes the Bureau to assist by sending his dossier, the Bureau charges two-and-a-half percent of the annual salary.

From an economic standpoint it is interesting to note that about five percent of the hiring schools assume the costs of placement. That is, about five percent of the placement fees billed to the registrant are actually paid by the hiring school. It is difficult to estimate how many other schools inconspicuously raise salaries when they are hiring through a placement bureau in order to help offset the fee. In general, however, a man who is deciding about accepting a job should actually subtract the placement fee from the salary offered in order to determine if the salary offer for that first year is attractive to him.

EXHIBIT I. Contract for
College and Specialist Bureau

I hereby apply for membership in the College and Specialist Bureau and Southern Teachers' Agency, which will entitle me to the assistance of the Agency in obtaining a suitable position. The conditions of membership shall be as set forth below.

AGREEMENT ON THE PART OF THE BUREAU

1. The Bureau agrees that it will, when requested to do so by the member, use its best efforts to assist the member in obtaining a position suited to the preference and qualifications of the member.
2. The Bureau will notify the member only of those vacancies for which the Bureau has been specifically authorized to recommend candidates.
3. The Bureau will prepare and furnish to prospective employers, at no cost to the member (a) an outline covering the training, experience, and personal qualifications of the member; (b) copies of confidential letters from references given by the member; (c) other pertinent information as available; and will assist the member by any suitable, ethical means.
4. Membership will be continuous, provided the member brings his record up to date at least once during each three years.
5. The Bureau will not, without specific permission, request a reference from the member's employer. The Bureau will regard as confidential any information so designated by the member.

AGREEMENT ON THE PART OF THE MEMBER

1. I remain free to use any other means possible to obtain a position. No fee will be claimed by the Bureau on any position where Bureau service was not rendered. I need not apply for, or accept if I am offered, any of the positions of which the Bureau notifies me. If I have previously made specific application for a position I will immediately so advise the Bureau, giving details, in which case the Bureau will not claim a fee.
2. If I accept a position referred to me by the Bureau, or for which I was recommended by the Bureau, or where other Bureau service was a factor, I will pay the Bureau a fee equal to five per cent (5%) of my total compensation (before deductions) for one calendar year, but no more, from the date I begin work. If I begin work after the academic year starts, I will pay only on the salary until the end of the academic year, but if I accept

re-employment for the next year in the same system, I will pay an additional amount to constitute payment on a full year's salary. Room and board or other non-cash benefits by the employer shall be assigned a reasonable value in computing the placement fee.
3. I agree that the placement fee will have been fully earned upon my acceptance of the position, (or my agreement to accept it if offered) either verbally or in writing, and that my signature on a written contract is not essential.
4. Payment of the fee is due on acceptance, but at my option I may pay in two installments, with legal interest added, at the end of my first and second months of employment. Other arrangements for payment may be made with the consent of the Bureau.
5. If at my request the Bureau assists me to obtain a position of which the Bureau did not notify me, I will pay one-half the regular fee.
6. If I am a candidate through the Bureau for a position which I accept within a period of two years from original notification by the Bureau the fee will be due.
7. If, as a result of notification or recommendation by the Bureau for one position, I accept another position with the same or another employer, I will pay the fee on the position I accept.
8. All information furnished me by the Bureau is confidential and nontransferable, and I will be responsible for payment of the commission on any position obtained by a third party on such information.
9. I will promptly acknowledge all notices of vacancies, stating whether or not I am applying as the Bureau's candidate. I will notify the Bureau promptly of my acceptance of a position, whether through the Bureau or otherwise, or when for any reason I am no longer available for employment. I will keep the Bureau advised of any changes in my address or telephone number.
10. I authorize the Bureau to investigate my character, training, experience, and personal qualifications to evaluate the information obtained, and to relay it to prospective employers, without liability.

I HAVE READ, UNDERSTAND, AND HEREBY AGREE TO THE TERMS SET FORTH ABOVE, AND ACKNOWLEDGE IT TO BE MY CONTRACT, WHICH SHALL BE IN EFFECT UNTIL CANCELLED BY WRITTEN NOTICE OF EITHER PARTY.

Signed---------- Date----------

There are many problems connected with the collection of a fee. First, there is the problem of identifying the placements for which the Bureau has been responsible. If the Bureau mentions a job to a candidate who responds favorably, and the contract is negotiated within a few months, there is usually no problem in the collection of the fee. But even these cases can sometimes become complicated. Take, for example, the following hypothetical situation. A man applies for a job at college A, is interviewed and told that he will not be hired. All of this is done without the assistance of the Bureau. The individual then registers with the Bureau. The same college A submits a vacancy notice to the Bureau on the same job for which the candidate was originally interviewed. The Bureau refers the candidate's credentials with the recommendation that college A hire the individual which it had in fact rejected at an earlier point. College A, having confidence in the judgment of the Bureau and perhaps realizing that the market is not as good as it had originally envisioned, decides to reconsider the candidate and finally hires him. Should the placement fee be paid? The Bureau thinks so. In such a case, if the individual immediately responds to the Bureau and states that he had learned about this job at an earlier time by other means, the Bureau will accept his word and not require the five percent fee. However, if the individual waits and later declares that he had heard about the job from another source, misunderstanding can arise.

The greatest problems of identifying Bureau-related placements involve those which are completed a relatively long time after a candidate originally receives word of a vacancy. For example, suppose that candidate X is told of a job at college B in December, 1964. Thinking that he might get a promotion at his current job during the academic year 1964-1965, candidate X decides not to have his credentials sent to the employer. Around the middle of the following year candidate X realizes that he will not receive the desired promotion. At this time he recalls the opening at college B. Although he thinks that the job may have been filled, he proceeds to inquire by writing directly to the college. It turns out that college B has not filled the vacancy and hires candidate X for that position. Should the Bureau be paid a fee in this situation? The Bureau thinks it should, but unfortunately may never learn that the placement has been made. The Bureau estimates that its fees would be doubled or perhaps tripled if it received credit for all the placements for which it was actually responsible.

The second basic problem associated with fee collection is that of a registrant's refusal to pay. If the refusal is due to an inability to pay in the early years of employment, the Bureau is willing to have the individual defer payment for a short period of time at an interest rate of six percent. Other than situations of this nature, there are very few fees billed which are not received. In rare instances (probably less than one percent) where individuals simply refuse to pay a legally due fee, the Bureau will use all means of obtaining collection before finally referring

the problem to a collection agency. Since the Bureau must award approximately half of the fee to the collection agency, this action is not so much a matter of profit as a matter of principle. It is important to emphasize that delinquent fees represent only a small minority of the billings.

The Bureau is physically located in a single unpartitioned room. Actual office procedures are best described by following through a job vacancy and candidate registration to the point of placement negotiations. When a vacancy is received, it is forwarded to a secretary who prepares two special eight-by-eleven cards on which the job is described. All of the information received on the vacancy is included in the job descriptions. In addition, a three-by-five card with a briefer description of the job is prepared for a file arranged by states, which is located behind the director's desk for ready reference. One of the eight-by-eleven cards goes into the employer's permanent file, and the other is tabbed and placed in another file arranged by states. The latter card is tabbed to indicate the area of specialization and the level of education desired. This procedure of tabbing permits a rapid location of vacancies within specific descipline areas.

A candidate who expresses interest in registering with the Bureau is asked to complete an application form which is returned to the Bureau, where it goes to the director for approval and then is given to a secretary for selective retyping. The retyped version is then photographed on the Zerox machine in fifteen copies, fourteen of which are placed in the applicant's folder and filed. The remaining copy, to which supplemental information such as present salary and locational preference is added, is placed according to discipline in the file next to the director's desk. Before filing, two tabs may be added if appropriate--one to indicate immediate need for placement and the other to indicate possession of a Ph.D.

While the application form is being processed, the references listed by the registrant are contacted. When the recommendations are received, they too will be photographed in fifteen copies and placed in the registrant's file. In many cases, notations about information contained in the recommendations may be placed on the application card in the director's file.

Now the director is ready to match. When qualified candidates have been selected for the received vacancy, the director requests his staff to notify these candidates of the available job. The framing of this letter illustrates an interesting use of the Flexowriter. Before the Bureau is aware of any particular vacancy, a letter is written which describes the school. This letter may contain information on the control of the school, the size of the school, the quality of students, the objectives of the school, and the like. The letter is punched on Flexowriter tape and filed for future use. Blanks are left in the letter for the description of a particular job, and it is always possible to delete various paragraphs that may no longer apply. When the secretary is requested to send notification of a particular job vacancy, she takes out the tape on the appropriate school and

inserts it in the Flexowriter machine, which types out the pre-taped portions of the letter. The machine will stop periodically in order to allow the secretary to insert information which is specific to the particular job. This information would include the discipline, the maximum salary, and the date of availability.

When the candidate receives the job notification and enclosed return envelope, he is asked to indicate his interest for the job. If he is not interested, he simply replies to that effect and the job may be referred to another individual. If he is interested, a dossier containing his application form, the various references, and perhaps a special comment from the director will be sent to the employer together with a covering letter. The employer is asked not to show this dossier to the candidate and to return the dossier to the Bureau after he has finished with it. If the employer is interested, he is urged to get directly in touch with the candidate for all further negotiations. Through a series of follow-ups the Bureau attempts to learn if the candidate is actually offered the position and hired. If a contract is known to have been reached, the Bureau will then bill the candidate.

Corresponding with candidates and employers is a costly task. The Bureau has prepared nearly 1000 different form letters which may be used for various occasions. Acknowledgement of changes in address, expressions of sympathy in times of grief, expressions of congratulations at times of marriage, and a great deal of similar correspondence is all pursued through form letters which are individually adapted for the Flexowriter machine.

POLICIES

The CSB, like other commercial placement agencies, is highly competitive and tends to regard competitors as threats to profitability. Along with ASCUS, the National Association of Teachers' Agencies fears further government intervention. This fear is expressed appropriately in the report of the Relations Committee to the 1964 annual convention of NATA, which reads as follows:

> Today the U. S. employment services are making a determined effort to take over all professional placement.... This would put Uncle Sam not only in the "little red schoolhouse" but in complete control with the end result a federal monoply of teacher placement. If you control the placement of teachers you control the educational program. If you control the educational program you control the thought and vitality of the nation. This nation-wide federal teacher placement service would supercede immediately or gradually eliminate all existing private, semiprivate, and private teacher placement services, including bureaus operated by the state departments of education, by state teachers' associations, college and university placement bureaus, and private teachers' agencies.

The 1964 report of the Relations Committee to the annual convention of NATA reflects a second problem of relations, that of cooperation between NATA agencies and ASCUS organizations. Although commercial agencies do desire to maintain harmonious relationships with non-commercial competitors, this objective is not always easy to achieve. In many respects the ASCUS college placement offices have the advantage over the commercial agencies, mainly because they have a somewhat captive list of candidates. The college placement offices also have ready access to recommendations made by faculty members concerning the students they have taught. There is the continuing controversy as to whether these recommendations should be released by the college placement bureaus to the commercial agencies. Apparently, at the present time, most college offices release their recommendations to the most respectable commercial bureaus. The College and Specialists' Bureau reports that there are only "a handful" of larger college placement offices which will not cooperate by supplying recommendations upon request.

A third area of concern, also reflected in the 1964 Relations Committee Report, is that of the increasing activity in the placement area made by professional associations. This includes the use of blind ads in journals and convention placement services. Additional relations problems are created by the fact that most professional association efforts do not involve the maintenance of recommendations and references. To a large extent, the professional associations depend upon the maintenance of such records by private agencies and the college placement bureaus. The private agencies often resent this use of their facilities without payment, and the two-and-a-half percent fee required by the Bureau for sending of references reflects this feeling.

Finally, there is a relations problem among the NATA member organizations. Although all of these organizations are respectable and "accredited," there is some differential in the quality of work done. Therefore, there are some member agencies with which the Bureau is on relatively good terms and others with which it is not. However, as the placement services offered by non-commercial agencies become more national in scope, it would seem to be increasingly important for the NATA agencies to develop a cooperative effort in listing candidates and vacancies. The current practice is that if one agency locates a candidate, and another agency locates a vacancy, and the two are matched by intercommunications, the fee is split between the two agencies. At the present time, however, the practice of split fee placements is very small.

The commercial agencies are a natural outgrowth of the competitive economic system of the nation. The Bureau feels that the commercial agencies have a real service to provide. It feels that agencies such as its own provide a broader service of matching candidates and colleges than the competitive organizations.

215 Columbian Mutual Towers
Memphis 3, Tennessee

THE AMERICAN COLLEGE BUREAU

with the cooperation of

E. E. HANSBROUGH,
President

The American College Bureau is the largest, best known, and most highly respected private employment agency in the field. Few deny that the American College Bureau has more registered college teachers, receives more vacancy notices, and makes more placements than any competitive agency. By being one of the first private agencies to enter the college teacher placement business in 1923, the ACB has accumulated a great deal of good will and is now an unchallanged leader. Unlike most of the other college teacher placement agencies, the ACB was organized for the express purpose of serving only college teachers and collegiate employers.

Founded by two former college deans, the ACB has now merged its operations with the Fisk-Yates Teachers' Bureau, a secondary school teacher placement agency. Along with this change, the ACB has seen a rather radical shift in the character of the labor market for college teachers. In the 1930's the jobs were few and the candidates many. Since the end of World War II, with the exception of a few years, the candidates have been scarce and the jobs plentiful.

CANDIDATES

Commercial placement agencies face three obstacles in securing candidates: (1) overcoming the lack of knowledge of the services available, (2) counteracting the folklore current in some circles that it is unprofessional to seek jobs through a commercial placement agency, and (3) justifying the collection of a fee for a completed placement.

The first obstacle presents one of the most frustrating problems that a private employment agency faces--that of making its services known to potential clients. Unfortunately, as with the services of a doctor or a dentist, advertising the services of a college teacher employment agency is generally

considered to be unethical. Therefore, the more broadly advertised an agency is, the fewer qualified registrants it is likely to have. The advertising policy of the American College Bureau reflects an understanding of this ethical sanction on obvious advertising, and it relies almost exclusively upon hearsay knowledge to promote its services. Since the ACB is the oldest private employment agency in the field, it has many past users, both among professors and employers, who have expressed their satisfaction with the Bureau's services by encouraging others to register. In addition to hearsay advertising, the ACB places soft-sell announcements of its services in several professional journals, including the Bulletin of the American Association of University Professors and the Journal of the National Education Association.

To counteract the unprofessional stereotype to which a commercial agency is subject, the ACB is careful to maintain high professional standards in its placement activities and attempts to publicize the success of its service in the past insofar as professional standards permit. The Bureau believes that the best way to overcome the stereotype is to provice a valuable and respectable service and to expect that the existence of this service will be spread by word of mouth.

That the collection of a fee for placement should be a problem is due to the fact that the majority of professors are able to find jobs without paying such a fee, either through informal channels or through other placement offices. All professors are understandably reluctant to pay as much as $500 to $1,000 for a service that many of their colleagues are able to receive at no cost, and private agencies will never be completely able to overcome this special liability.

However, the ACB is doing an excellent job of presenting the question of a placement fee to its clients. The fee, equal to five percent of the first full calendar year's total gross salary, is expressed in terms of an individual's career investment. Since the candidate has invested at least sixteen years of time and money in his career preparation, it behooves him to make sure that he has seen as many employment options as possible and that he is accepting the job which he feels is best for him. By registering with the Bureau and therefore agreeing to pay the five percent fee if placed through the ACB, a professor is availing himself of a broader scope of job opportunities than are those who work only through their college bureaus or through informal contacts alone. And, of course, a registrant may always choose to accept a job not located by the Bureau with no fee obligations. However, if a professor does find what he believes to be his best job opportunity through the Bureau, the ACB maintains that this is an option which most likely would not have been available to the professor if he had not been willing to make the added investment of the placement fee.[1]

Virtually all job seekers who are willing to pay the two dollar registration fee and sign the placement fee agreement may register with the Bureau. The Bureau does not require that a registrant be actively seeking a job, simply that the registrant respond to correspondence from the Bureau and that he inform the Bureau of the reasons those jobs which he declines do not interest him.

Registration consists of completing a three page form. The candidate is asked to give the standard information together with his church preference, graduate courses by title, and hours taken by subject area. He is also asked to indicate his employment preferences regarding rank, kind of institution, minimum salary, geographic location, and teaching subjects. An unusual feature of the registration form is an unstructured section in which the candidate is to give information concerning his Master's thesis, his Doctor's thesis, honors and distinctions, professional memberships and offices, nonprofessional memberships, extracurricular activities, publications, and qualifications of spouse. The unstructured nature of this section is ideally suited to the needs of prospective college teachers. It not only allows the candidate to devote as much space to each item as his personal history requires, but it also permits him to frame his qualifications in what he believes to be the most desirable light.

On the last page of the form the candidate is asked to record the names and addresses of references, to furnish several good photographs, and to sign the contractual agreement. The agreement requires that the candidate subscribe to the following provisions: the payment of a two dollar registration fee to cover a three year period, the payment of the five percent placement fee, the payment of the placement fee at the beginning of

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1. Editor's Note: The ACB's argument is probably valid in its assumption that a professor would not have found the job which was first mentioned to him by the private employment agency if he had not gone to it for help. Of course, this depends upon the practices of the particular private agency. If the agency is one that sends every possible job opening to the professor involved, the chances are relatively high that it will, in the course of a year, mention virtually every school in the country and therefore make its client liable to a fee for almost any job that he accepts. On the other hand, if the agency is reputable and refers only the best job opportunities to the professor, it is likely that the jobs found by the professor on his own will be different jobs than those referred to him by the private agency. Thus, it behooves an individual job seeker to choose his private employment agency with care. There is every reason to believe that all members of the National Association of Teachers Agencies (of which the American College Bureau is a member) are reputable.

the school year, the handling of all information concerning vacancies as confidential and not transferable, and the responsibility of replying promptly to notices and letters from the Bureau.

Each of the four references requested by the Bureau are asked to supply unstructured statements which evaluate the candidate's professional competence, intelligence, emotional stability, interests, and the like. These letters of recommendation are relatively easy to collect. Once they have been received the Bureau never alters them and never excludes any letter from a candidate's dossier. The recommendations are completely confidential and are never seen by the candidate. At the candidate's request, the ACB will request a dossier from the candidate's college placement bureau or some similar source of lieu of a new direct collection of recommendation letters.

The ACB operates primarily through mail service, with very little counseling and advising connected with it. Very few of the registrants have been given a personal interview, though the Bureau's staff is set up for such interviewing if the candidates wish to come to the Chicago office. The Bureau does not normally advise a candidate on general market conditions. Instead, the ACB simply sends notifications of vacancies. It feels that knowledge of the jobs which are vacant and the opportunities which are available is a better way to keep abreast of the market than receiving some summary statistics of average salary levels and vacant positions. The Bureau provides its registrants with specific information about specific jobs and lets the registrant make his own conclusions about the general market conditions.

Estimating the number and character of registrants is extremely difficult. There are roughly 20,000 registrants who are active in the sense that at one time they indicated an interest in seeking a new position and have never informed the Bureau to the contrary. About 10,000 of the 20,000 active registrants have registration fees currently paid in full. The registrants come from all parts of the country, from all fields, and from virtually all types and qualities of schools. About 35% of the registrants hold Ph.D. degrees. Many of the registrants have been listed with the Bureau for a number of years. Although the Bureau tries to keep correspondence and application forms up to date, it does continue to maintain candidates' dossiers even after they have lost an active interest in seeking positions.

The average registrant has left graduate school and taught for five to ten years. Recent graduates tend to be served by their college placement bureaus and their graduate school professors. It is not until they have been teaching and have lost touch with their graduate schools and other sources of job information that they find the need for the services of a commercial bureau such as the ACB. In many cases the registrants of the Bureau simply do not wish to be bothered with the trouble

of job hunting and would much prefer to pay someone else to find alternative job opportunities for them. Retired professors are also large users of the Bureau. Faced with compulsory retirement from their home institutions and long out of touch with the academic market, these professors turn to the Bureau for assistance in finding new positions.

Keeping faith with employers, the ACB does not work with candidates whom it has placed for several years following the placement--unless the candidate expressly requests aid from the Bureau. That is, when the Bureau locates a man in school X in 1965, it will not contact that man until 1967 or 68. Several yaars after placement has been made the Bureau sends some "feeler" job opportunities to the candidate. If he replies that he is no longer interested in a job, the Bureau will stop sending vacancy notifications. On the other hand, if the candidate indicates that he is interested in applying for one of the jobs referred by the Bureau, then the Bureau will request that he bring his credentials up to date and will send out his updated dossier.

VACANCIES

The ACB has found notices of job vacancies relatively easy to secure. The Bureau depends primarily upon its accumulated good will and its past users for information of vacancies. Most college employers will, as a matter of routine, include the ACB on the mailing lists when notification of vacancies are sent to the various placement offices and other such sources of candidates. Of course, this does not mean that all schools will notify the ACB, but it does mean that the Bureau receives a large number of vacancy notices in this way.

To supplement the mass mailings of vacancy notifications, the Bureau sends a letter and enclosed form to a large number of prospective employers. These employers are selected from among the universities which have used the Bureau in the past and from among the employers who the Bureau feels are most likely to use the agency in the future. The enclosed form is provided for the prospective employer to list his vacancies in a summary form which the Bureau can refer to its candidates. This letter and form have proved to be quite a successful approach.

It is the standard policy of the ACB to inform its registrants only of bonafide job offers from employers who have requested the Bureau's services. The ACB condemns those agencies which refer candidates to schools where there is no assured vacancy in the hope that one might exist.

For the purpose of advising candidates who inquire, a file is kept in which there is a folder on each school. The folder contains all of the information that the Bureau is able to collect on the school, and often this information will accompany the notification of a job vacancy. The Bureau makes no attempt

to check the validity of the statements made by the employer about his job, because it expects that the candidate will investigate the job thoroughly before he actually accepts. Similarly, the Bureau does not attempt to interview employers and conducts most of its business by mail.

The only requirement for listing a vacancy is that the employer is a school, college, or university. Poor jobs are accepted as well as good ones. It goes without saying, however, that the poor jobs are referred to fewer candidates and result in a lower percentage of interested responses. Believing that its primary responsibility is to its registrants, the ACB does not advise employers when their job specifications are unacceptably below market conditions. It is assumed that if an employer receives no interested responses from candidates through the Bureau, the school involved will realize that its job specifications are unrealistic. (Although there is some question about its profitability, it would seem that immediate feedback to employers who have unrealistic job specifications would be an effective way to adjust the market to realistic conditions.)

Without making a detailed analysis of the job orders received by the Bureau, it is possible to indicate their general characterisitcs. The Bureau is most frequently requested to fill jobs at the lower ranks, although there is a large proportion of requests to fill positions at the upper ranks. The job orders typically come from the middle quality range of institutions. The extremely prestigious universities do not use the ACB since they are adequately served by the informal market. Similarly, the very small and low prestige schools rarely use the Bureau, but for a very different reason. These schools offer such low salaries that they are able to attract only beginning teachers who have not completed their degrees. These beginning teachers are normally located through the university placement offices and not through a commercial placement agency. The schools have found this out by trial and error and accordingly tend not to seek help from a commercial agency. Thus, the schools which use the ACB most frequently are those without broad access to the informal market and which alone are not able to attract experienced teachers.

Both private and public institutions use the ACB. The orientation of the Bureau is national in scope, and if there is any geographic concentration it is in the Midwest where the Bureau is located and where employers may make direct personal contact with the Bureau.

One of the big problems in the commercial placement business, as in all placement operations, is keeping current on the vacancies which remain open and those which have been filled. Each summer the Bureau sends a letter to all schools which have listed vacancies and asks for the current status of these vacancies. In about 90% of the cases the Bureau receives the reply that the vacancies have been filled; in the other ten percent a request is made that the Bureau continue its efforts in finding a candidate.

MATCHING

Matching at the ACB can be described as a multi-stage process of elimination. The Bureau makes the first cut, the candidate the second, and the employing school the third. The matching process is initiated by one of five placement directors, each of whom is an area specialist in several academic disciplines. A list of candidates trained in the field of a received vacancy is consulted and as many as twenty-five candidates may be selected. The selection is based on the mobility of the candidate, the degree to which he meets the job specifications, and the apparent likelihood that he will be interested in applying for the vacancy as indicated by his stated preferences.

The number of candidates actually selected naturally depends largely upon the characteristics of the job. In a few instances, when the job characteristics are very unattractive, the placement director may decide that it is fruitless to search the files and will essentially ignore the vacancy notification. In other cases, where a job offer is only slightly out of line, the director may choose to select candidates who do not quite meet the job specifications as stated. The rationale here is that the employer will want to see the best available candidates even though they do not meet his rigid specifications. The Bureau realizes that in many cases the job specifications stated by employers are preferences, not absolute requirements.

In the past the Bureau has based its candidate selections upon the brief biographical sketches, which are kept in notebooks and arranged according to discipline, sex, and highest degree. Currently in process is a change-over to electrofile. Under the electrofile system each candidate's biographical sketch is placed on an 8 1/2 x 11 cardboard card, the edge of which is notched for discipline area, subspecialty, secondary subspecialty, sex, educational level, geographical preference, and a large number of other characteristics. By punching the keyboard, a staff member may now locate a music professor who specialized in voice, is a soprano, plays the cello, is female, earns less than $6,000, and is willing to locate in the midwest. In fact, the electrofile system will locate every such person in the ACB files. If the placement director is not satisfied with the number and/or quality of the registrants selected within these confining specifications, one of the constraints (such as the cello subspecialty) may be eliminated and the electrofile reset to draw the cards of other soprano voice specialists.

It is important to emphasize that, as it is implemented at the ACB, the electrofile system does not entirely mechanize the selecting process. The electrofile simply locates all persons who might be qualified and interested in a given position, and the placement director is then able to make the actual selection from among these candidates. Like other data processing systems described in these chapters, the electrofile enables a quick, broad look at the entire list of registrants without the time consuming process of leafing through each registrant's biographical sketch.

The second cut is made by the candidates. The average registrant receives between ten and fifteen job notifications from the Bureau during one year. However, there are some registrants who receive no referrals--especially those who are both underqualified and overparticular. Each notification includes salary, rank, school, location, and other pertinent details if they are available. The candidate either indicates that he is "not interested" or requests that his dossier be sent to the employer. On a percentage basis, both responses are equally likely among candidates actively seeking jobs.

The final stage of selecting is then in the hands of the employer. The Bureau prepares a letter to be sent to the employer along with the candidate's dossier. In most cases the Bureau recommends candidates by stressing how well their qualifications meet and surpass the specifications. Of course there are exceptions to this general rule, primarily in cases where the Bureau is unable to locate any available candidate who meets the specific job qualifications. In such a case the Bureau may send the name of the most nearly qualified candidate to the employer together with a letter stating that this candidate represents the best available and is not necessarily recommended for the position. In instances where the Bureau has reasons to believe that there are special problems associated with one of its registrants (e.g., alcoholism), it will point out this problem to the potential employer so that he will hire in full knowledge of the candidate's limitations.

ADMINISTRATION

Since the operations of the ACB have been merged with the Fisk-Yates Teachers' Bureau, it is impossible to determine exactly how many people are involved in the placing of college teachers. The two combined agencies employ between fifteen and thirty people, depending upon the season. The majority of the employees assist the five placement directors by corresponding with the registrants and seeing that their registration forms are in order, informing candidates of particular job openings, collecting letters of recommendation, sending dossiers, and, in general, maintaining the internal flow of work. Extensive records are maintained on each vacancy, and each school.

Although there is a two dollar registration fee payable every three years by registrants, the primary source of revenue for the Bureau is the five percent placement fee. There is a seven percent fee for placement in jobs of less than three months duration. These charges are similar to those made by other commercial placement agencies.

The charge is always billed to the candidate, but in about five percent of the cases the schools hiring the candidate actually pay the fee. This is an interesting development which appears to be increasingly frequent as the labor market for college teachers moves from a buyer's to a seller's market.

As one would expect, the schools willing to pay the fee are those which experience the greatest difficulty in recruiting.

A recurrent problem for all placement agencies, and it is a matter of revenue for commercial placement agencies, is that of identifying those candidates who have used the agency in finding a new job. At the end of each year the ACB sends a letter of inquiry to all employers who have received the dossiers of one or more registrants. The school is asked to indicate who it hired for the job. If one of the ACB registrants who had received a referral has in fact been hired, the Bureau bills this registrant. Unfortunately, many of the hiring schools do not reply to this letter of inquiry and the Bureau estimates that it does not find out about roughly 50% of the placements for which it is actually responsible. It is significant to note, however, that once a placement is identified the Bureau very rarely has any difficulty in collecting the fee. The number of known delinquent clients is probably less than one percent, and each year the Bureau is always surprised and pleased to receive the payment of a fee from a person to whom no bill had been sent. In some cases the fee is received from a non-registrant who had learned of the job from a registrant.

Like most of the commercial placement agencies in the field, the ACB is not a tremendously profitable operation. The expenses of maintaining candidate files and of corresponding with candidates and employers are large and consume much of the gross income. Since much of the expense is overhead, a small increase in the volume of placements can result in a large increase in profits.

POLICIES

The ACB is a profit seeking corporation and a broker in the pure sense of the word--it represents neither the candidate nor the school. For the necessity of economic survival, however, it strives to make as many satisfactory placements for its registrants as possible. By pursuing the profit motive, the ACB provides a real service to the American educational system through stimulating the flow of information between candidates and employers in the academic market.

A member of the National Association of Teachers Agencies, the American College Bureau is on friendly terms with the other commercial teachers' agencies. Yet the tradition among these teachers' agencies is extremely competitive. Each individual agency is jealous of its own registrants and job orders and is not prone to exchange information with other agencies except on techniques of operation. Although there is some talk of setting up a coordinated, nationwide system of informational exchange, at the present time such a cooperative venture among commercial teachers' agencies seems very improbable.

A problem common to all commercial teachers' agencies is the lack of cooperation received from a small number of university

placement offices. Many commercial agency registrants, wishing to spare their recommenders from having to write another letter of recommendation, ask the agency to write for the letters of recommendation which are on file at their university placement office instead of writing directly to the recommender. Most of the teachers' agencies, the ACB included, accommodate such requests. In some cases, however, it is simply not possible to receive the cooperation of the college placement offices. There are over fifty colleges and universities which will not send dossiers to commerical agencies, even if the agencies promise to return them immediately. At least half of the schools represent large or very large universities. For example, most of the state universities in the midwest will not send placement papers.

The university placement offices argue, and perhaps validly so, that the dossiers are confidential documents for the use of employers only. In the past, when such confidential dossiers have been sent to some of the less reputable teachers' agencies, they have fallen into irresponsible hands and often have been shown to the candidates. The universities feel that they can not risk the possibility of such handling of their credentials and therefore do not send them to any commercial agency. This policy, which may be wise in many cases, would seem to frustrate the general intent and purpose of the university placement offices. It would seem to be in the best interests of all parties involved--the candidates, the university placement offices, and the teachers' agencies--that university placement offices not place a blanket refusal on the sending of dossiers to commercial agencies, but instead send them to those agencies which have not indicated incompetence. Such a policy would undoubtedly strengthen the ties between the commercial agencies and the universities' placement offices.

The two groups of placement services may be driven together by the common threat of the United States government and its movement into the placement area. Both the commercial teachers' agencies and the college placement offices fear government intervention in the placement process and are strongly opposed to any government effort in the placement of college teachers.

SUMMARY

The largest and best known teachers' agency, the ACB is able to develop a large list of both candidates and job vacancies with relatively little effort. The Bureau follows the procedure which is common to most commercial agencies--it points out job opportunities to registered candidates and allows the candidates to make direct application to the employers with the support of dossiers sent by the placement bureau. Indications are that the ACB is used by registrants from all parts of the country, from all types of schools, and with all sorts of educational backgrounds, but that the schools which use the Bureau are

concentrated in the middle quality range of institutions. The Bureau can be of no help to the schools which are at the bottom of the prestige scale, and its services are not needed by the highly prestigious schools.

The ACB provides a valuable function in the American educational system and, with other commerical placement agencies, is in the tradition of free enterprise as it supplements the more informal and more usual methods of finding jobs and candidates.

28 East Jackson Blvd.
Chicago, Illinois 60604

PART VII: DISCIPLINARY PROFESSIONAL ASSOCIATIONS

AMERICAN CHEMICAL SOCIETY

with the cooperation of

the American Chemical Society

The American Chemical Society provides an extensive placement service designed to help chemists and chemical engineers find the jobs most suitable to their training, experience and interest in these two large and diversified fields. There are many reasons for including an extended description of the ACS placement service in a volume such as this. Besides being one of the largest services provided by a scientific organization, the ACS service differs substantially from the others described herein: mailing is minimized, much of the data is nonconfidential, and the majority users of the service are business and industry.

There are four main services provided to job seekers and potential employers. They are: (1) a meeting placement service called the "National Employment Clearing House," (2) a compendium of resumes on "candidates available" which is maintained throughout the year at each of the three regional offices called the "Regional Employment Clearing House", (3) publication and distribution at four-month intervals of a booklet listing "academic positions available" (called "Academic Openings in Chemistry and Chemical Engineering"), and (4) publication of "positions open" and "situations wanted" in the classified columns of the Society's weekly news magazine, Chemical and Engineering News.

The many phases of the placement service are necessitated and made possible by the large and diverse membership. Regarding the field of higher education, a high estimate would be that one-third of the candidate users and one-fifth of the employer users of the various services are concerned with academic positions.

PUBLICATIONS

The ACS publishes a yearly salary survey in an October issue of Chemical and Engineering News. In addition, it prepares a special "career opportunities" issue of the News in which qualified

scientists comment on the future prospects for persons trained in various chemical subspecialties. In the regular weekly issues of the magazine the classified columns are used almost exclusively by candidates seeking jobs in industry and by employers in industry, though there is always a small minority of announcements relating to academic positions. In the October 19, 1964 issue, for example, one out of twenty-seven columns of classified ads concerned academic positions. Most of these ads announce "positions open" and are paid for by employers at $ .80 per word. "Situations wanted" may be listed by employed Society members and student affiliates at $ .25 per word, but non-members may advertise up to three times at no charge. In all cases, listings may be anonymous if so desired.

Although there may be many reasons why academic employers list their vacancies in the News so infrequently, part of the explanation certainly rests in the alternative facilities provided by the Society. In 1962 the ACS began soliciting vacancy notices from academic employers for publication in the triannual booklet, "Academic Openings in Chemistry." Before each pamphlet is published, invitations to list academic vacancies (including post doctoral) are sent to the chairmen of Departments of Chemistry, Biochemistry, and Chemical Engineering in over 1,200 colleges and universities in the United States and Canada. From the responses, brief job descriptions are framed such as:

> ABC College, Main Street, City, State, Department of Chemistry, John Doe, Chairman. One position open: Ph.D. in Analytical or Inorganic Chemistry starting September, 1965. New Building. Salary $8,000-$9,000 depending upon qualifications and experience. Permanent position. Will have to teach physical chemistry one year while one man is on leave.

Descriptions such as this one are printed in alphabetical order by school and distributed to the scientific communities in the 1,200 institutions from which the vacancy notices were originally solicited. The News carries an announcement that copies are available for members upon request. The entire operation is financed from dues and is free to users.

A typical listing of the booklet includes many good jobs and several of them at well-known schools. Consider the October, 1964, issue as an example. Sixty-four schools listed eighty-five vacancies. Geographically the schools were as diverse as Daytona Beach Junior College and the University of Alaska. The size variation was from Elmhurst College to Michigan State University. Both public and private, well known and unknown, high salary and low salary schools were among those listed. With few exceptions the positions advertised in the booklet are at the junior ranks in the senior colleges, and almost all provide the prospect of permanent employment. Although chi-square tests reveal that an unusually low proportion of the listed vacancies are in the high

prestige universities (top 20%), the variations in region, control, and size of enrollment conform very closely to those found in all job openings.

The ACS hopes that this new "Academic Openings" booklet will not only provide a service to employers but will also be especially helpful to new graduates seeking teaching positions, teachers interested in changing positions, and chemists and chemical engineers now in industry with an interest in finding academic positions. Given the method of distribution, however, there is some question whether or not this last group is reached by the publication.

A final ACS publication, "Finding Employment in the Chemical Profession," is geared solely for candidates. This booklet, which presents several different methods for securing a job, begins with a description of the various types of jobs held by chemists. It outlines the different intermediaries which offer help in finding jobs (including the ACS services), lists a number of publications which are helpful in identifying possible employers, and offers suggestions on how to prepare a resume and how to approach an employer.

CLEARING HOUSES

Much effort of the ACS is directed toward the two clearing houses which, though supervised by the same staff, are operated entirely separately. Both clearing house operations provide a national service. The National Employment Clearing House is operated only during a national meeting and only on the behalf of those employers and candidates who actually attend the meeting. The resumes and lists of positions available on file at the National Employment Clearing House are not used between meetings, and the information developed for one meeting is not used at the next meeting. Filling the gap between meetings is the Regional Employment Clearing House. Although this clearing house operates three regionally separated offices, in all other senses its service is truly national in scope. All three of the offices maintain identical resumes.

THE NATIONAL EMPLOYMENT CLEARING HOUSE--NECH

From its humble beginnings in 1937, when fewer than 40 candidates and employers used the newly formed, informal placement service, NECH has become a vast operation that requires around 75 persons hired locally, six from ACS staff, and about 25,000 square feet of convention floor space. At the 1964 ACS meeting in Chicago, over 5,000 interviews were scheduled for the 804 employers and 438 registrants. Nearly half of the registrants had more than ten employer interviews, and four candidates were interviewed more than 50 times during the four-day period. Today's convention placement service is a

magnificent undertaking that requires a tremendous amount of advance planning and organization.

Publicity. Each national meeting is anticipated by reminding likely employers and ACS members of the NECH operations and urging them to register in advance. Mention of how the NECH may be used and the benefits gained by using it is made in the preliminary and final meeting programs which appear in the pre-meeting issues of the News. Employers who have registered with the NECH during any of the previous three national meetings are sent a form letter which urges them to use the service again. By meeting time both candidates and potential employers are relatively well informed about the service. Between ten and fifteen percent of the candidates who will use the NECH have already filled out registration forms requested from the national office.

Procedure. At the meeting, the candidate initiates his availability by going to a designated room where he will be given four forms to complete: duplicate biographical forms, an "eligibility" card which asks if the candidate is registered at the convention and a member of the Society, and a yellow index card on which the candidate is to indicate his specialties and subspecialities. The filled-out forms are reviewed for completeness by a nontechnical checker (usually a graduate student) who discusses the field designations with the candidate in order to establish under what field he would like his application filed. When the forms are in order the candidate deposits them with still another clerk who assigns him a number and enters the number on all of the forms. The candidate is given a sheet of instructions with his registration number on it. This sheet explains the procedure after registration and emphasizes the candidate's responsibilities. (See Exhibit I.)

At this point the forms are sent to another clerk who types up two entirely new cards. The first is a Remington-Rand file card which carries the candidate's name and number. This card goes to the "candidate message room" where it is placed in a swing file which becomes the candidate's post office box. If an applicant finds a pink slip behind his name card in this file, he removes and presents it immdeiately as a claim check for messages to a clerk nearby. All candidates are required to check this file at least twice daily. The second form which is typed is a card indicating times not available for appointments, thereby avoiding the possibility of scheduling duplicate interviews. The clerk then files the eligibility card and forwards the biographical sketches and the yellow specialty card to the employers' room.

In the employers' room, employer representatives have been registering at the check-in desk. Here they are given a badge-pass to the room and asked to pledge ethical recruitment procedures (i.e., no placement charges and immediate disclosure of the employer's name, the location of the job, and the nature of the work). Although they are not required to do so, the employers

may then submit job descriptions for inclusion in the "positions available" books. These books are made available for study by candidates. In any case, following registration, employers are free to study the candidates' biographical sheets. These have been filed in loose-leaf notebooks, each of which contains ten biographies.

There are two sets of notebooks--one arranged by major field and the other by registration numbers. Employers with only a few openings in Organic, Physical, Analytical, etc., are referred to the major field section. Those in search of a number of chemists or chemical engineers with a variety of qualifications are sent to the section arranged by registration numbers.

An additional service is proveded for employers interested in specialized (minor) fields, too numerous to list on the application form. These employers are referred to a special clerk who has a complete list of candidates who have indicated competency in specialized areas. This list has been compiled from the candidates' biographical forms on which there is a space for the candidates to "write-in" his specialties. After the employer discusses his needs with this Special Clerk (a graduate student in chemistry) the clerk circles on a numbered sheet (1-999) the applicants' registration numbers who have had training and/or experience in each specialized field. The employer is then referred to the numerically-ordered notebooks of candidates' biographies.

When an employer locates an interesting biography he completes a "request for appointment" form and takes it to the scheduling desk. There is a clerk who checks the candidate's card which specifies times not available for interviews and time leaving meeting and arranges a time with the employer for an interview. The time decided upon is indicated by the clerk on the employer's request slip and crossed off on the applicants "time available" card. Then the employer's request for an appointment is forwarded to the candidates' message center and filed in a Kardex File according to the candidate's registration number.

Interviews are always conducted in a separate room, which may contain as many as 254 tables. At the entrance a clerk assigns each employer to an empty table, records the assignment on a card, with the table number on it, and files the card according to the employer's last name. When a candidate arrives he is directed by the clerk to the table assigned to his particular interviewer.

In addition to this procedure there is also a candidate-oriented arrangement by which the candidates can initiate interview requests. At the "positions available" tables, candidates may study the job descriptions filed by employers. If a candidate is interested in a particular job, he fills out a form requesting an interview. This form is forwarded to the employers' room where there is a file arranged by employers' surnames and used as a post office box service for the employers. When an employer learns of a candidate's interest in his job, he reviews the applicant's resume, and if the candidate is qualified, fills out a request for appointment form and follows through the same procedure as he would if he had requested the appointment himself.

EXHIBIT I

Read and save Registration Number_____

PROCEDURE AFTER REGISTRATION

American Chemical Society - Employment Clearing House

Registrants' names are listed in numerical order on a special bulletin board; any staff member will be glad to direct you to its location. A pocket bearing your name and ECH number will be posted on this bulletin board. A pink card with your ECH number will be placed in the pocket of each person for whom employers have left messages. If a pink card appears in your pocket, remove and present it immediately as a claim check for messages, to a clerk near the bulletin board.

Beginning Monday noon you will consult the bulletin board at least twice daily, (1) sometime between 12:30 and 1:30 PM and (2) sometime between 4:45 and 5:00 PM or between 8:00 and 8:00 AM the following morning. This is important since employers may request that they be contacted shortly after the close of the "pick-up" period. Whenever convenient it is advisable to check the bulletin board at other times.

If, subsequent to filing your record, any engagement or emergency arises that affects the times at which you will be available for interview, please notify immediately the designated clerk (desk marked "Changes on Records") in the applicants' registration area. If, in an emergency, you cannot consult the bulletin board at the time indicated above, discuss the matter with a member of the supervisory staff in the ECH office.

Both applicants and employers have certain obligations. They must acknowledge messages directed to them. This applies to you even though you decide to accept an offer of employment. In such case, forms for this purpose are provided at the Change Desk and your applications will be promptly marked "Employed." Because requests for interviews may be processing at the time of notification, please consult bulletin board at the next "complete-posting" period.

Employers will submit "Position Available" notices which will be filed in the applicants' room starting Monday morning. We suggest you review them. There will be forms for you to indicate to employers your interest in specific positions. Employers are asked to (1) arrange interview with you or (2) send you a message.

Because certain attractive positions may appeal to dozens of applicants, we do not feel that we can insist on employers arranging interviews with each person.

No fees are charged for use of Employment Clearing House facilities. The American Chemical Society, 1155 Sixteenth Street, N. W., Washington 6, D. C., asks only that all users submit prompt notification of any position accepted and whether or not the ECH was of assistance. Responsibility for operation of the Employment Clearing House lies with a small staff sent from ACS headquarters. Your comments are welcomed by this group; a suggestion box is available for your use in this connection. Please feel free to visit the staff office if you have questions or comments.

Form 6
59-804
12/59

There are two additional services provided by the NECH to facilitate meeting placement activities. The first is a duplicating room which is operated mainly for the benefit of the employers. Since employers outnumber candidates at most of the conventions, bottle-necks tend to develop around the "candidates available" books. To alleviate the congestion, NECH arranges for the duplication of the entire list of candidate biographies. Employers may buy these lists at the cost of the duplication.

The second service is provided for candidates who must make a change in the information recorded on their registration forms. For instances, a candidate may learn in the middle of thee convention that he must leave early and will not be available for interviews as long as originally anticipated. In this case his original application and his "time available" card must be changed. If a candidate accepts a job during the convention, his resume is so marked and retained in the book. A special form and a special set of clerks are used to make these changes.

This impressive meeting placement service, which is financed by membership dues, is managed by a full-time, year-around placement coordinator and is usually staffed by Manpower, incorporated. The coordinator trains the seventy-five man staff the week before the meeting opens. For a less detailed description of the NECH, the reader is referred to page 84 of Chemical and Engineering News, March 17, 1958.

Candidates, Vacancies, and Matching. Only members and student affiliates are eligible to use the NECH. Since the NECH is subsidized from membership dues and the ACS has membership standards, the general policy has been not to allow non-members to use the service. If a man is a member, however, he is eligible regardless

of his qualifications. NECH does no screening of poor candidates. Although the biographical sketch asks for references, this item is not required. NECH does not maintain any actual recommendations.

During registration the candidate is repeatedly reminded that the information he is supplying is not confidential. Any bonafide employer may have access to the "candidates available" forms, including a candidate's present employer. Although a small number of embarrassing situations occasionally arise from this openness, NECH feels these are far outweighed by the greater convenience of having candidates and jobs clearly identified and readily available.

It is interesting to note the characteristics of the candidate and employer users of the NECH. At the 1964 Chicago meeting 68 of the 804 employers were from academic institutions, which included schools of all sizes, regions, types and renown. The service was used equally as often by representatives from the top 20 percent of schools as it was by representatives from the bottom 20 percent. Distribution between public and private schools was also equal. (Null hypotheses could not be rejected at .05.) Disproportionately large numbers of employers represented Middle Western schools and large schools. Since meeting attendance is requisite to use of the service, the underrepresentation of smaller schools and other regions probably reflects differential rates of meeting attendance rather than differences in attitude toward a meeting placement service.

The largest number of candidates using the service tended to be inexperienced graduate students--but students who were earning degrees at leading graduate schools and offered signs of promising careers. Accordingly, a majority of the candidates were under thirty-five years old. In the scarcity fields such as biochemistry and chemical engineering, candidates were few. In fields such as organic chemistry, where the market is not quite as tight, candidates outnumbered jobs.

REGIONAL EMPLOYMENT CLEARING HOUSE--RECH

Similar to the NECH, the regional service is a contact medium and is free to ACS members. The two services are entirely independent, however, and candidates wishing to register with both must file separate resumes. A candidate registering with the RECH is asked to complete a resume form in triplicate, the resume format being indentical with that used in the NECH. Again, the candidates are instructed that no information will be held in confidence and that all bonafide employers may have access to all resumes. The resumes are processed at the Washington office and distributed to the New York and Chicago offices.

The same resumes are maintained in looseleaf notebooks at each of the three regional ACS offices. After employers have made the ethical recruitment pledge, they may view the notebooks at any one of the offices. The resumes are recorded by date of registration so that an employer can return to the office at any

time and quickly review the resumes which are new since his last visit. Another convenience to employers is the provision for duplicating selected resumes at cost. In 1963 nearly 900 employers visited the regional offices to study over 1,500 resumes. More than 850 of the resumes were for new registrants; the remaining were carry-overs from the previous year. Three months after initial registration a resume is automatically removed from the notebooks unless the candidate, in response to a letter from RECH, specifically requests that his resume be allowed to remain in the book for another three months.

As with the NECH, a large number of foreign born and trained chemists seek placement assistance from the RECH. Of those seeking academic employment, roughly half are over forty years old and have published, though major publications are rare. Eighty percent of the registrants have completed the Ph.D. That the service has attracted more than 500 employers and 500 new registrants nearly every year since 1947 is convincing testimony of its usefulness. Although the regional clearing house naturally favors employers who have ready access to one of the three regional offices, it is more than likely the case that employers outside the areas often pass through one of the three cities and actually do have ample opportunity ot use the RECH.

1155 Sixteenth Street, N. W.
Washington, D. C.

AMERICAN NURSES' ASSOCIATION, INC.

with the collaboration of

MRS. EVELYN B. FERGUSON, R. N.
Director, PC&PS

Among all of the professional associations to which professors belong, the American Nurses' Association (ANA) and constituent state associations provide one of the most elaborate and complete placement services for members.

Centered around the needs of candidates, the ANA Professional Counseling & Placement Service (called "PC&PS") provides a wide variety of services. Among them are the following: the compilation and safekeeping of a nurse's professional record, listing and referring position openings, calling attention to working conditions and compensation levels that are substandard, sending professional biographies to potential employers upon request from the nurses, and counseling on vocational, educational and professional matters. Individual counseling in particular is a major component of the services provided.

The placement services are available to all ANA members, including nurses interested in non-academic positions. Nearly 21,000, or roughly four percent of the nation's registered nurses are employed in nursing education. About 4,000 of these are employed on college faculties.

In 1945 the state associations ratified a proposal drafted by a special committee during the 1930's and early 1940's to extend to a national operation a regional placement service sponsored by the Midwest Division of the Association. Today PC&PS, moved from Chicago to New York in 1959, is a confederation of the national office and participating services in approximately 20 states. Operation of the state services is coordinated by the national office in New York. For nurses in states that do not maintain PC&PS offices, professional record service is available from the New York office. Of major importance in the success of this placement service, however, is the effort of individual state offices. In 1964, for example, 86 percent of the nurses who used the service were assisted by state offices.

CANDIDATES

Nurses learn of the PC&PS from many sources: senior nursing students receive information in class; the PC&PS distributes a leaflet describing its services; articles appear in the national association journal and in state bulletins; the state bulletins frequently carry lists of unidentified vacant positions; a PC&PS Counselor is present to talk with nurses and employers attending national nursing conventions; and a filmstrip which describes the Service is available at a nominal charge. The success of promotional efforts and the service itself is indicated by the high rate of registration among eligible nurses.

All ANA members are eligible to use the PC&PS. Some states serve the new nursing school graduate who has not yet had a chance to take the licensing examination which will qualify her to become a registered nurse and, therefore, make her eligible for ANA membership. Before 1959, the national service and many of the state services provided placement assistance to nonmembers either free or at a small charge. However, because the service is financed entirely by membership dues, the present rule was called into effect.

Emphasis is placed on helping nurses find positions for which they are properly qualified. Position openings are referred to nurses with qualifications that meet the requirements stated by the employer. Candidates whose aspirations are unrealistically high are encouraged to obtain further educational preparation and to consider positions that will promote professional growth and development.

All members are encouraged to maintain a continuous, cumulative record with the placement service throughout their professional careers. When a member decides to relocate, a folder is placed in "active" files. Position openings are referred only to nurses with "active" records. That is, only those nurses interested in receiving information about vacancies are referred to employers.

The PC&PS record contains information about education programs completed and nursing positions held. Information is supplemented by a personal interview when possible and also by references obtained from all previous employers. During 1964, counselors conducted nearly 5,000 personal interviews with individual nurses. State Counselors are able to interview more nurses because of proximity of these offices to the nurses.

Interviews, designed to do more than simply elicit information from the candidates, provide opportunity for educational, vocational, and professional counseling if desired. If a candidate indicates interest in a particular state, the counselor will point out employment standards approved by the state nurses association. Or, the candidate's qualifications may be discussed in relation to her aspirations. If she has not had the education and experience necessary to qualify her for a desired position, the counselor can suggest how they might be augmented.

The counselor can also help with general information on "how to find a job." If the PC&PS has no position listings in a particular area, the nurse is given the addresses of hospitals there and encouraged to write directly for information about vacancies. This method of direct application is almost always suggested to nurses seeking "general duty" positions in hospitals, because such positions exist virtually every where due to the great demand for them.

The application form completed by the candidate forms the basis for her professional record. This form includes a few unusual items which are specially geared to the registrant's being served. Constantly inconvenienced by a woman's use of her maiden name or her name by a previous marriage, the application form requests the candidate to list all surnames by which she has ever been known. Because public health positions may require a car, the form asks about car ownership and ability to drive. Proficiency in languages, typing, shorthand, bookkeeping, and public speaking are part of another question; language ability may be needed for foreign employment, and secretarial skills are helpful in physicians' offices. In addition to formal education, the candidate is asked to list workshops, institutes and refresher courses which she has attended. The candidate must also complete a simple statement of health history. Finally, space is given for listing publications.

Many nurses use the PC&PS primarily as an agency for collecting references and compiling dossiers, rather than as a placement service. When they file an application form, they may have a particular job clearly in mind and simply want credentials sent to the potential employer. Such a registrant is asked to indicate her intent on the back of the application form by listing the title of the position together with the name and address of the organization to which she would like her biography forwarded. Immediately below this space, the nurse who does not have a particular job in mind may elect one of two options: (1) check a statement that she desires referral of positions and give a description of preferences in terms of responsibilities, date of availability, acceptable salary, locality, and other pertinent matters; (2) check a statement that she desires assistance in planning additional education and experience and that she is only developing credentials for future use.

The application form does not request specific references. Instead there is a short statement to the effect that, unless otherwise indicated, the PC&PS has the permission of the applicant to request references from previous employers. It is the policy of the service to secure references from all previous employers. If an applicant leaves a gap in her career history, the PC&PS will ask for the missing information.

The Service feels strongly that even an unsatisfactory reference is better than no reference at all, from the point of view of both the employee and the employer. "Poor references

are not deleted. In the interest of fairness, however, a second reference will be obtained and included in the nurse's biography. Sometimes there is indication of a personality clash, or of factors external to the employability of the nurse. Although the nature of a reference is not revealed, the nurse-candidate usually knows when an evaluation may be unsatisfactory and requests that a second reference be obtained.

References are always solicited from the organization, not from an individual; specifically, the head of the organization for which the nurse worked. This person may, in turn, refer the reference request downward until it reaches the person who knew the nurse best. "Character" references--from ministers, friends, and the like--are not used. All references are kept in confidence. Contents of the references are discussed with the nurse only with permission from the writer.

Until recently a very structured evaluation form was used. It asked for comment on such specific areas as personal appearance, personality and character, health, intelligence, technical skill, leadership ability, teaching ability, and professional characteristics. Experience indicated, however, that reference writers tended to use the words suggested on the form, or a single, undifferentiating word such as "average" or "satisfactory." Current forms are unstructured and result in information which is much more discriminating. To aid writers of references, suggestive instructions accompany the new forms. They read as follows:

> "References have proved most helpful when (1) Evaluation of performance during employment is in relation to the functions and responsibilities stated in the position description; (2) A reference is based on thoughtful and objective observations that have been recorded during employment and discussed periodically with the employee; and, (3) Professional competence and characteristics are mentioned in relation to those expected for the specific position and field of nursing--for example: ability to organize work, adaptability, administrative ability, appearance, attitudes, capacity for professional growth and development, character, communication skills, creativity, endurance, health, industry, initiative, integrity, intelligence, interpersonal relations, judgement, leadership, maturity, participation in professional and community activity, poise, reliability, responsibility, scholarship, spirit and interest, stability, technical skills."

The PC&PS recently made an analysis of the returns on its reference requests. Fifty percent of the references were returned within two weeks after initiating the request. After another two weeks, 70 percent had been returned. After routine follow-ups, 85 percent had been returned.

No more than four weeks after the original request, the secretary sends a second request, if necessary. At the discretion of the counselor, additional requests may be sent. If repeated requests are ignored and if the period of employment is an important or a long one, the placement service will contact the candidate and ask her to write to the employer or to suggest another person to whom a reference request can be sent.

Having collected all of this information on the candidate, the placement service compiles a biography to be sent to employers at the candidate's request. The biography is based on information supplied on the application form and includes references from former employers.

If registration is any indication, the PC&PS is quite well accepted by the ANA membership. The credentials of approximately 120,000 nurses are in either the active or the inactive files of the placement service. About ten percent of these records are active in any one year. During 1964 there were 12,531 active records, about 86 percent of them with state offices. Of this total, around 3,000 were still active 1963 registrants, around 3,500 were new registrants, and nearly 6,000 were nurses previously registered with the Service who had requested reactivation. According to a survey of the 550 records open for service in the national office in October 1, 1964, 50 percent of these nurses were interested in receiving information about openings and another 30 percent were having biographies sent to prospective employers with whom they were already communicating. The remaining 20 percent were updating folders and not actively seeking new employment.

A candidate's record is kept in active files for several months after the last correspondence with her, unless the service knows definitely that she has accepted employment. If there is no word after this period, the PC&PS assumes that the candidate is no longer seeking placement and retires the record to inactive files. If a nurse is an ANA member, she may reactivate her record at any time, and at that time she is asked to complete an updating form. The new information is added to the original application and biographical summary, and references are requested from recent employers. A record is kept on file until a report has been received that the candidate is deceased or has reached the age of eighty.

In the absence of a detailed analysis of the registrants, it is impossible to characterize the nurses who have listed with the placement service. However, since a significant portion of the ANA membership lists with the service, it seems reasonable to expect that the distribution of characteristics resembles that of the total membership. ANA membership is diversified by race, age, sex, experience, and qualifications. Of course there is a concentration of women, with only three percent of the nurses being male. Since one must be a registered professional nurse to be a member of ANA, all PC&PS registrants are registered nurses.

Reflecting the excess demand for their training, general duty nurses rarely need placement assistance, unless they are moving to another part of the country, but they do use the credential referral service. Those candidates who are referred to the national office by state offices usually are free to accept employment anywhere, and have specialized skills, or have particular preferences. As a nurse becomes more specialized the opportunities available to her in a given locality become fewer and fewer, creating a greater need to communicate with the market in the rest of the nation.

PC&PS assists many candidates who have special employment needs. The uninitiated and younger graduate nurses headed for positions that lead to professional advancement, the experienced and specialized nurses seeking positions which may be few in kind throughout the entire country, the candidate who must relocate in an unfamiliar and distant community, the underqualified candidate who is frustrated by refusals--these are nurses who use PC&PS the most.

At the same time, candidates who are among the most qualified in their profession also use the Service, expecially the record service. Nurses who wish to teach at the collegiate level have many opportunities to choose from and may not find their jobs through the PC&PS. Like the general duty nurses, however, they also use the credential referral service, and frequently use the placement service as a source of comparative information about college teaching positions.

VACANCIES

Most employers learn of the services offered by the PC&PS either by direct contact (e.g., receipt of a reference request) or through general advertisements and articles in health publications. Yet, except in states where PC&PS offices emphasize the importance of establishing close, personal contacts with potential employers, a 1960 survey reveals that most PC&PS counselors feel employers need more information about the services provided.

The top jobs in collegiate teaching programs usually do not reach the placement service. These jobs can almost always be filled through informal contacts. College presidents and deans seem to prefer this method, but many collegiate employers do consult the service. Four-year colleges with many instructor positions regularly use the employment service. Newly established junior colleges, lacking the visibility that tradition accords, and hospital diploma schools, lacking the appeal and attraction of colleges and universities, are also frequent users of PC&PS.

Another market area, the general duty nursing jobs, may not reach PC&PS, but for a very different reason--PC&PS cannot give much help in this area. As mentioned previously, the general duty nurse is so scarce that, although hospitals request

assistance from the service, they must recruit actively. Though there is a demand for general duty nurses at PC&PS, supply is lacking. A market cannot be made. Needs for general duty nurses are generally advertised for by employers in the association journal, The American Journal of Nursing. The October 1964 issue, for example, carried 38 double columned pages of ads for general duty nurses. It is interesting to note that this issue carried no ads from collegiate schools of nursing.

On occasion. position listings are not accepted by PC&PS until working conditions in the organization are improved. If an employer is involved in a dispute with employees, or practices discriminations, assistance in filling positions is withheld upon request of the state association. If an employer intends to place a registered nurse under the supervision of a practical nurse, such a vacancy typically will not be referred to PC&PS registrants.

The Placement service works with employers to increase the attractiveness of jobs. For instance, if an employer wished to list a job which is below the minimum salary standard set by the state nurses' association, the service informs him that his job vacancy falls below the standard and that candidates are not likely to be interested. Jobs which meet the minimum standards but do not meet the competitive market, also are brought to the attention of the employer. When a registrant indicates that she is not interested in pursuing a job vacancy, she is asked to give her reasons. If her comments seem relevant, they are shared with the employer. In that way he may get an idea of why he cannot fill his vacant position, and many times this leads to a change in the job specifications. Moreover, many employers seek the opinion of the placement service concerning current salaries for nurses and the general state of the market. During 1964, for example, 581 interviews were held with employers by state and national Counselors. The number of consultations on the telephone was probably much higher, particularly in the state offices, because of the proximity of these offices to the employers. When an employer does consult directly with the placement service, he is often given suggestions of other sources of candidates who could fill his job openings. The ANA also supplies facts about the current nursing market in an annual publication called Facts About Nursing.

To aid counselors in helping nurses select suitable positions, the placement service maintains a file of information supplied by employers. The counselors also suggest that the candidate obtain additional information about the particular job directly from the potential employer. The job vacancies listed, which numbered nearly 10,000 during 1964, are described by the employer on a standard form. A photo copy of the position description is sent directly to potential applicants. On this form space is provided to give the job title, date open, name and address of the organization, brief description of the position and duties, qualifications desired, description of the organization (including

size and accreditation), salary policies and fringe benefits, hours per week, and the name and address of the person to whom an application should be sent. Unless otherwise informed, the service keeps a job vacancy listed for a period of about two years.

MATCHING

When a position listing is received, the information is circulated to the most qualified registrants available for placement. The process is called "selective referral." Noting both the abilities and preferences of their candidates, the placement counselors identify those candidates whose capabilities and desires best meet the specifications of the job. The "notice of position" includes a reply slip which the nurse checks, either to request that her biography be sent to the employer or to indicate "not interested." If interested, the nurse is reminded that she should also send a personal letter of application directly to the employer. Further negotiations are carried on solely by the employer and the nurse, with the PC&PS asking only to be notified of the result.

Matching requires considerable discretion and is the responsibility of experienced placement counselors. Possible registrants who might be qualified and interested in a position are located by simply leafing through four-by-six record sheets which contain brief information about candidates' qualifications and interests. These desk records are maintained in a multi-ring. loose-leaf ledger and filed according to type (i.e., subspecialty) of job desired. Position descriptions are filed aphabetically by city and state in the Job Book for the particular category (e.g., "Instructors, Psychiatric Nursing."). To justify a more highly organized system of matching, the services offered by any one office would have to be considerably expanded and many more nurses would have to be available. The number of positions open continues to be far in excess of nurses interested in placement.

When a nurse activates her record and requests referrals, all suitable positions are sent to her. It is necessary to carefully interpret the employer's job specifications and/or a nurse's preference constraints. The counselor must judge, for example, whether "Doctorate only" excludes extremely well qualified near-doctorates or if "East Coast" entirely rules out San Francisco. In order to avoid misunderstandings, the counselor will consult back with the employer before mentioning the job to any possible candidate. Similarly, positions which appear to offer excellent opportunity but do not entirely meet the specifications of a candidate may be referred. PC&PS is a nurse-centered service, and emphasis is placed upon helping the nurse find "the right job" rather than on filling positions.

The "selective referral" policy means that a great deal of care is taken to refer positions only to qualified candidates. If a nurse decides to apply for one of these positions, however, this does not mean that she is specifically recommended (by PC&PS) for the job. Similarly, PC&PS refers job opportunities to the candidates for consideration and further investigation, but without any specific recommendation regarding acceptance.

The extent to which PC&PS assistance is successful can be illustrated by statistics for 1964 from the national office alone. Out of the approximately 28,000 registrants with records on file in that office, 1,781 were active during the year. A total of 4,654 positions was referred to active registrants and 1,640 biographies were sent to potential employers. The vacancy notices included 2,545 different jobs, among which 1,094 were those the state PC&PS offices had sent to the national office to give them broader visibility.

The overall extent of the service being provided by PC&PS can be seen when statistics are viewed in relation to the combined total for national and state offices. In 1964, 2,495 nurses reported actual placement with assistance from state or national PC&PS offices.* This means that approximately 20 percent of the nurses who used PC&PS that year took jobs with help from the service. Roughly 15 percent of the positions listed with PC&PS were filled. Nearly 12,500 separate position referrals were made to candidates by national and state placement counselors. Approximately 8,000 biographies were submitted to potential employers. Before one candidate finally located, she was told of 44 vacancies and had her dossier sent to 10 of them.

ADMINISTRATION

The basic unit in the PC&PS system is the state office, each of which is financed and administered by the ANA constituent of the particular state and governed by policies approved by The State Board of Directors. Each state PC&PS provides a full range of services to the ANA member nurses in that state. Within the state system the role of the national office is primarily to advise and to act as a nationwide clearinghouse for candidates and vacancies that meed more than statewide visibility. National also provides a centralized master card file, containing close to 120,000 names of nurses with PC&PS records on file in all PC&PS offices, for use in determining existence and location of a record.

Except for the requirement that certain standardized forms and procedures be used, the state offices are essentially independent from the control of the national office. Staff from the

*This figure includes nurse users who first learned of their jobs on their own and requested only the credential collection service from PC&PS.

national office may be called on to help start a new state PC&PS, to advise on policies and office procedures, or to train new placement counselors.

A statewide PC&PS service is expensive, too expensive for some states, since all expenditures are financed by the state professional association dues. Because of the expense entailed, a number of states (mostly the less populated ones) have chosen not to operate a PC&PS office. Twenty-two states have PC&PS offices in 1965.

For nurses in non-PC&PS states, the national office collects credentials and provides a position referral service. The philosophy is that no ANA member should be denied the use of this professional association serivce because she belongs to a state association which does not find it possible to maintain a state PC&PS. Therefore, the staff at national has maintained a mail registry of candidates and job vacancies. Because the staff is geographically separated from employers and candidates, for the most part, the service provided to nurses and employers in non-PC&PS states is undoubtedly not as satisfactory as that which the states might have provided for themselves--but it is considerably better than no service at all and even better than the services offered to most other professionals by their associations.

In the national office there are four placement counselors and six general staff members, the latter including a mail clerk, a clerk-typist, three secretaries and an administrative assistant. The counselors are registered nurses, and all but one have training in counseling and guidance on a master's degree level. They review all new applications and references, direct preparation of the candidates' biographies, correspond with candidates, select positions for referral, check requests for the sending of dossiers, and interview candidates.

Expenditure figures for 1961 showed that salaries accounted for 95 percent of the direct costs and 53 percent of all costs, including overhead such as rent, postage, and routine office equipment. Total costs of PC&PS, direct and indirect, were 8.4 percent of the ANA's expenditures that year, or $108,500. The "marginal cost" of providing placement services was probably closer to $75,000, because a substantial portion of the overhead assigned to PC&PS would exist even if PC&PS did not. Since there is no charge for service, all revenues must come from the $12.50 national dues paid by all ANA members.

Office procedures are highly organized and are carefully specified in a "Manual of Procedures," which runs over 100 pages. Form letters are used whenever possible. The organization of office activities can be illustrated by an outline of the procedure used for candidates.

When a letter requesting registration is received, an application form is routinely forwarded, usually by return mail. The letter is filed alphabetically in a "pending registrant" file drawer. When the application is returned the name of the nurse is checked against the master card file in the national

office to see if the prospective registrant has filed with any other PC&PS office. If not, the nurse is assigned a permanent PC&PS file number and a three-by-five card for the new registrant is inserted in the master card file for future use in locating the nurse's record. A folder containing both the application form and previous correspondence is then given to a counselor. The counselor generally reviews the application and current membership is verified. If all is in order, referrence requests are sent to previous employers. Upon the return of references the counselor directs preparation of the candidate's biography. The counselor studies job vacancies in light of the candidate's abilities and desires and has the secretary notify the candidate of suitable job openings.

Each candidate's folder contains the following items: the original application form, returned references, the master copy of the biography prepared on the basis of the information collected, a form used to record interview notes, a form that includes notations about jobs referred and credentials sent, and all correspondence pertaining to the registrant. Photostats of the master copy of the biography are sent to employers upon request. The candidate's folder is filed alphabetically while her record is "active," but closed or "inactive" records are filed according to the permanent file number.

POLICIES

The overall objective of PC&PS is "to provide a high quality of professional counseling and placement service for nurses and employers of nurses" and "to improve the supply, distribution, effectiveness and job satisfaction of nurse personnel." Although the service is candidate-oriented by the fact that it is a service provided by the professional association for its members, PC&PS appreciates the importance of securing the confidence of employers. To be successful the placement service must be trusted and respected by employer users. This concern for developing employer confidence is reflected in the policy of using only references from previous employers and educators rather than from individuals personally selected by the candidate. PC&PS also accommodates employer needs by making the listing of a vacancy as easy as possible and by offering national visibility to all employers who wish it.

In its relations with other placement services PC&PS preceeds very cautiously. Because of the danger of legal entanglements, PC&PS shares credentials only with the 24-hour professional nurse registries which have been approved by state nurses associations. The emphasis on the confidential nature of nurse credentials is also carried out in the physical facilities of PC&PS. In the national office the PC&PS department is off-limits to all not directly involved in PC&PS work. The department remains locked at all times when a staff member is not present and receives its mail unopened.

Since the PC&PS system is part state and part national, the advantages and disadvantages of centralization have been under consideration. The current system is one of consideration for states with well organized PC&PS offices, gradual participation by more states in provision of counseling service and the listing and referral of positions in the state, and gradual centralization of all credential service in the national office.

Experience has shown that although employers like to know that information about vacancies has national destribution, they also like to have firsthand the work of the placement office. Therefore, local offices greatly assist in the development of vacancy listings. However, this important direct contact cannot be achieved when activity must be centered in the New York office. Although candidates can and readily do register their availability by mail and educational and vocational information can be supplied by mail, the opportunity for counseling interviews is limited. Some counseling can be done at the national convention, but here time is short and not all registrants are in attentance.

Considering both the development of liaisons with employers and the personal attention offered to registrants, the states with local offices as a rule are served better than those without them. In a few states the number of nurses and nursing positions are too few for the formation of either an efficient market or effective placement liaisons. The critical size is as yet undetermined, but there is little doubt that the most effective placement operations are in the more populous, wealthier states.

Regardless of these attending problems, the pyramid structure of a central office with cooperating state offices offers several advantages. By developing standard forms and establishing standard policies and procedures, the national office enables the local offices to spend their time in the placement-counseling aspect of their work, an area in which they naturally have the comparative advantage. Since the policies and procedures developed by national will universally affect registrants, the national office can justify the expenditure of more time on administrative matters.

The PC&PS system is already one of the most extensive which serves any group of college teachers. With the ability to experiment on the state level and with the realization of further localization of the service as the number of participating states increases, the PC&PS is almost certain to grow both in size and in effectiveness. Expensive as it is, PC&PS appears to be extremely worthwhile.

10 Columbus Circle
New York, New York 10019

American Association of Teachers of Spanish and Portuguese
University of Oklahoma, Norman, Oklahoma

The placement bureau of the American Association of Teachers of Spanish and Portuguese notifies the best-qualified registrants of the job vacancies that are brought to its attention by candidate-seeking employers. The service, available only to members of the association, is financed by a $10 registration fee and a $5 renewal fee. Registering approximately 250 per year, the service usually matches about 110 candidates and positions.

The placement process begins with the candidate's completion of 4 copies of an extensive application form; one copy is to remain in the master files, the others are to be circulated to interested employers. The candidate is also asked to have five different persons complete recommendation forms and mail these completed forms directly to the placement service. The recommendation forms urge the recommenders to comment on the candidate's personal qualities, intellectual qualities, personal appearance, speech (quality of voice and ability to organize and present ideas), ability to work with students, classroom effectiveness, extra-curricular interest, adaptability to community, and ability to teach and speak Spanish and Portuguese. The recommender is also asked to indicate his address and his official position. The five recommendation forms are placed in the candidate's master file to be duplicated and mailed to interested employers.

When the placement service receives notification of a vacancy, the files are searched. To facilitate quick perusal of the files, use is made of a card file which indicates the type of teaching position desired, the extent of education, the level of position desired (high school or college), and a language specialty. This card file has been completed by the staff and filed on each of the active registrants.

The two or three candidates selected as best qualified to meet the needs of a vacancy are notified of the opening. The position is described to them in terms of a language to be taught, the name of the hiring institution, the level of instruction desired, the experience necessary to fill the job, the salary that is being offered, and the address of the person to contact. If the candidate is interested, he is to contact the placement bureau and request that his dossier be sent to the potential employer.

The bureau likewise compiles a list of vacancies and circularizes them as they are received to all its active members. If a registrant is interested in one of these positions, he may write the school in question and at the same time write to the bureau requesting that his dossier be sent to them. Or, he may write the school in question and tell them that if they are interested in him they may write to the placement bureau and request his dossier. A registrant may have his dossier sent to any school in which he is interested, not just the ones listed on the vacancy notices.

The most interesting aspect of the procedure is a provision for a candidate to indicate his interest or lack of interest in the jobs to which his dossier may be referred. By including this feature, the placement bureau guarantees that both the candidate and the employer are interested in each other before any direct contact is made.

Another interesting aspect is the agreement that registrants are required to sign. This agreement is designed to make candidates keep their files up-to-date and to clear the files of uninterested registrants. It reads as follows: "As a registrant in the A.A.T.S.P. Teacher Placement Bureau I agree to keep my record in the bureau up-to-date; to notify the bureau of a change of position and to give all essential information pertaining to my former position; to keep the bureau supplied, at its request, with forms or photographs which may be required; to reimburse the bureau for such occasional or urgent long-distance telephone calls, telegrams, and other unusual charges as may be incurred in my behalf as a candidate for a position. All information concerning vacancies must be considered strictly confidential."

American Classical League
Miami University, Oxford, Ohio

The American Classical League maintains a placement service for teachers of Latin and/or Greek at both the high school and the college level. Users of the service must be members of the League and pay a registration fee of one dollar for the calendar year January 1 to December 31. A non-member may become a League member by paying the annual membership fee of one dollar.

The candidate is asked to fill out a short registration form which asks for nine items of information--name and address, degrees received, high school and states in which certified, subjects, teaching experience, type of position preferred, type of position acceptable, salary acceptable, date of availability, and three references. Space is also provided for additional remarks. The applications are filed and listed in order of receipt.

It is estimated that approximately fifty persons are placed each year. Apparently most of the placements are in high school teaching, because the registration form is not really keyed to college teaching positions and does not include such items as publications.

American College Public Relations Association
1785 Massachusetts Ave., N.W., Washington, D.C.

Although it is not directly involved with the placement of college faculty, it may be valuable to cite the activity of the ACPRA placement service for personnel in college public relations, publications, development, and related administrative positions. The service is conducted through a monthly Placement Letter which contains both descriptions of job openings and brief resumes of candidates. The service is designed to expedite contact between institutions and applicants, and a current issue of the Placement Letter will be sent immediately upon request. The subscription is $1.00 per issue or $5.00 for annual subscription, but an advertiser receives a free copy of each issue in which his advertisement appears.

Assistance is available to institutions--members and non-members of ACPRA. No fee is charged to member institutions for publication of advertisements in the Placement Letter. The institutions are encouraged to include the following information in their advertisement: job title and description of responsibilities; experience, age, and other requirements; salary range. If the institution cannot be identified by name, a box number at the ACPRA office is provided. ACPRA will also forward letters from institutions to candidates listed in the Placement Letter, but correspondence must be limited to two pages.

ACPRA will forward candidate letters of application for positions which are listed in the Placement Letter, but here again correspondence must be limited to two pages. Candidate listings in the Placement Letter are based on a charge of fifteen cents per word for one insertion, and ten cents per word for a second insertion ordered at the same time. If a candidate wishes to remain anonymous, a box number will be assigned for an additional $1.50 to cover the cost of forwarding replies. A minimum order is set at $5.00. It is suggested to candidates that they include in their advertisement the type of position wanted, their highest degree, experience, personal data, desired salary and location, and date of availability. If the candidate is currently employed by a college or university, he is asked to give its name.

Both employers and candidates are asked to provide their copy exactly as it is to appear, though ACPRA reserves the right to edit or to reject. The copy should not exceed 100 words and must be received by the fifteenth of the month preceding publication.

The placement service is operated by an administrative assistant to the secretary of the Association and has the assistance of a typist. Although there is a charge to candidates, the operation is not self-supporting and requires some financing from the general budget of the Association.

American Economic Association
Northwestern University, Evanston, Illinois

The American Economic Association provides two placement services to qualified economists. In the quarterly journal, the American Economic Review, notices of vacancies and candidates available are published. Any employing institution or job-seeking candidate may remain anonymous if desired by using a code number key. There is no charge for this service to employers or applicants for positions. The employers and candidates availing themselves of this placement opportunity are about 330 in number. A much more extensive service is provided by AEA in cooperation with the United States Employment Service at the Association's annual convention in December. This service is described elsewhere.

American Educational Theatre Association
Brooklyn College, Brooklyn, N.Y.

The American Educational Theatre Association maintains a registrant referral service and a convention placement service. Although the service is designed primarily for positions in higher education, it is also made available to those candidates desiring positions in community theatres, children's theatres, recreation, and professional theatre. Staffed by a slightly less than half-time director and a full-time secretary, the service registers approximately three hundred candidates and places approximately sixty per year.

Members of the American Educational Theatre Association, upon paying an additional $5.00 per year, may complete a registration form. From information supplied upon this form, the placement service prepares about twenty-five qualification sheets, which are resumes of a registrant's training, experience, teaching specialities, honors, and references. Upon request from interested employers, who may use the service free of charge, the service selects candidates who qualify for the job or jobs listed and sends their resumes to the employer. The candidate does not know that he has been referred unless the employer chooses to get in touch with him. If the employer does so choose, direct contact is established and negotiations continue directly between the employer and the candidate. The employer must write for letters of recommendation since these are not maintained by the placement service. Both the employer and the candidate are urged to contact the placement service as soon as the position has been filled.

The placement operation is expanded during the American Educational Theatre Association convention, at which time many new registrants are enrolled. A list of all registrants is made available to potential employers, and a list of all potential employers with their vacancy descriptions is made available to registrants who are attending the convention. By contacting the placement service, which maintains a listing of where potential employers and candidates may be contacted at the convention, an interested party can establish direct contact with the employer or candidate, as the case may be. As an additional aid, a central appointment desk is maintained so that employers may spend all of their time interviewing instead of scheduling appointments.

American Historical Association
400 A Street, S.E., Washington, D.C.

The Professional Register of the American Historical Association is a nonprofit service for Association members and institutions or agencies which employ historians. Members wishing to register fill out vita forms which may be obtained from the Association either at the Annual Meeting or by mail. The completed information sheets are returned with the initial registration fee of $3.00, which covers the expenses for one year. If a candidate wishes to re-register after a year, he may do so for $1.00 within one year and one month after the date of registration or renewal. Registration after that period requires the same processing as a new registration and a payment of $3.00.

The Register service functions year-round. It is most active at the Annual Meeting, at which time institutional representatives submit inquiries and the Association posts vacancy notices and assists in arranging interviews. If an Association member wishes to use the Register at the Annual Meeting, but is not yet a registrant, he is urged to preregister by mail.

During the year, vacancy notices are published in the Professional Register column of the AHA Newsletter. The general policy is to list the institutions by name, but a vacancy may be listed anonymously (identified by type of institution and general location) by special request. Any registrant who wishes to be considered for a vacancy for which he is qualified asks the Association to forward his vita form to the inquiring institution. When there is special need, the Register sends forms of qualified candidates to institutions directly upon their inquiries. If an institution is interested, it corresponds directly with the candidates. When employers have early deadlines for filling vacancies, the Register may ask registrants to write directly to these institutions.

The Association offers no judgments upon registrants, and all information supplied to the Register is confidential. It does pass along the information on the vita forms, but will not

accept other materials such as copies of recommendations or photographs. This service does not assure placement. It only guarantees that registration forms will be shown to inquiring institutions.

American Institute of Biological Sciences
3900 Wisconsin Ave., N.W., Washington, D.C.

American Institute of Biological Sciences Placement Service privileges are available to members only. Members of Adherent Societies of the Institute are not eligible unless they are also direct members of AIBS. When a member requests the use of the Placement Service, he is sent an application form and asked to submit five copies of his resume together with a $2 fee. A short digest of the information contained on the application is typed on a list which is updated and circulated to all registered employers each quarter (January, April, July, October). The resumes are filed in the placement office and are available to employers upon request.

An employer who wishes to register must fill out a position description form and pay a fee of $25 per calendar year. The information on the position form is typed on a job listing and circulated to candidates in January, May and October. The candidate can apply for any position listed that he feels qualified to fill, or he can request the Placement Service to send his resume to any of the listed employers or to employers who are not registered. If a vacancy is submitted between the circulation of the lists and there is an especially well qualified candidate for the position, the Placement Service will send the job information to the candidate and forward his resume to the employer.

The Confidential Listing is an additional service offered to candidates who wish to register and receive job listings but do not want their applications circulated to employers. The Placement Service also maintains facilities at the AIBS Annual Meeting for employer-candidate interviews, examination of resumes, listing of jobs, and so forth. There are no additional charges for this service.

The service is staffed by a director and two part time secretaries. The overall cost to finance the operation is slightly less than $10,000 and is covered by the fees plus the general funds of the Institute.

The American Institute of Physics
335 East 45th St., New York, N.Y.

The American Institute of Physics provides placement facilities for both physicists and recruiters of physicists. Its services are made available to industrial, governmental, and institutional research employers, as well as to academic institutions. Two services are provided: one operates year-round; the other twice annually at the large meetings.

Four times each year, the Institute publishes a "qualifications book." The book includes one-page resumes on each registrant and is distributed to all interested employers for an average fee of $15.00 to cover printing costs. However, at the Placement Register desk at meetings and at the Institute's office in New York, the same book may be examined and information taken from it by employers without charge.

One of the unique features of the physics placement service is the nature of the resume form. It is a single page divided into three columns. In an 1½ inch right-hand column the registrant is asked to provide, through fill-in or check-off, the following information: major subject field, highest degree received, institute from which the degree was received and year of receipt, years of industrial experience, years of academic research experience, years of teaching experience in each of about twelve sub-specialities in physics, type of positions that are acceptable and preferred (in regard to teaching, university research, or industrial research), category of minimum acceptable salary, and "immediate" or "later" availability.

In the top part of the 5 inch wide middle column the registrant is to indicate his employment experiences, thesis and other publications, and type of position desired. This section is entirely unstructured. In the bottom section the registrant is to list his affiliations with professional associations, geographic limitations of job preferences, marital status, health, U.S. citizenship, and age. A section is also provided in this column for listing references.

In the top left-hand side of the form the registrant is requested to type his name, address, date of birth, and telephone number. Individuals who wish to be listed in the qualifications book but want to remain anonymous may request that their name and address not be reproduced. If such a request is made, the resume is identified by code number. Inquiries from interested employers are directed to the Institute and forwarded to the applicant. The applicant has the option of corresponding with the employer or asking the Institute to convey that he is not interested in the position offered.

Each of the resumes is reproduced in multiple and compiled in individual qualification books, one copy of every resume being included in each of the books. Employers using this book are to contact the candidates and their references directly. If an employer wishes, he may request the Institute's staff to search their files for persons qualified to fill a particular

position. The Institute also maintains a list of job vacancies. An interested candidate may study this list at the Institute's New York office, or if he finds it impossible to get to the office, he may request the Institute staff to refer to him the jobs which most nearly match his qualifications.

A second major phase of the Institute's placement activities is the program at the large meetings. Twice annually, in January and around May, the Institute sets up a formal clearinghouse at the meetings. Usually the qualifications book is released immediately prior to these meetings. At the meetings the placement service provides a bulletin board on which employers may indicate their interest in talking with possible candidates. Also provided are free interviewing tables in a communal interview room. If the employer wishes, he can rent a private interview room from the hotel at which the meeting is held. The Institute will assist in scheduling interviews, although most interviews are arranged directly between employers and candidates. In many instances, those persons with resumes in the qualifications book who are in attendance use this opportunity to make contact with a large number of potential employers.

Supplementing the qualifications book and the meeting placement service is the possibility open to employers to insert a paid advertisement in the Institute's publication, Physics Today. Also, a special placement registry and qualifications book are maintained for summer positions in physics. This book is especially designed to match employers who have short-term needs and physics teachers and students who wish employment only between academic years. Each quarter the Institute also compiles and distributes to interested persons a listing of all academic jobs available and currently registered with the Placement Service. Similarly a list of retired persons who are willing to accept teaching duties is compiled and distributed each year.

With the exception of the average fee of $15.00 charged to persons who wish to buy their own copy of the qualifications book, the costs of the service are covered from the general funds of the Institute. The service employs one full-time supervisor, special staff numbering up to fifteen at the time of the large meetings, and auxiliary services and administrative supervision as needed.

The service is made known to employers and physicists by advertisements in Physics Today, direct mailings to employers, and a description brochure. Typical figures of those using the service are the 655 physicists and 238 employers who availed themselves of the placement services at the January, 1965 meeting of the American Physical Society in New York. The service is evaluated periodically by surveys covering employers and registrants.

American Personnel and Guidance Association
1605 New Hampshire Ave., N.W., Washington, D.C.

The American Personnel and Guidance Association maintains a placement service which is available to members for placement in guidance positions at all educational levels. Although the service is not restricted to placement in higher education, many positions are filled at the college level.

The Association publishes the Placement Service Bulletin seven times a year, in which vacancies and available candidates are listed free of charge. The college and university positions are identified by level of education desired and required, experience desired, type of institution, size of institution, length of appointment, salary, location by state, fringe benefits, and the like. Candidates are identified by level of highest degree, experience, age, salary desired, date of availability, extent of publication, etc. All candidates remain anonymous. Schools which desire to remain anonymous may list a box number instead of revealing their identity.

The Placement Service Bulletin is made available to all employing institutions who request it without charge and to all individuals who pay the four dollar subscription price. (Five dollar subscription to employers after September 1, 1965.)

Contact is made by first writing to the box number at the Association office. The letter is forwarded to the proper individual who, if he desires, may then establish contact. This operation may be labeled as "clearing house" in the most literal sense of the word. The placement service does not collect credentials, does not file resumes, does not collect references, and does not make recommendations.

The Association also provides a convention placement center. Both individuals and employers again may list their needs and desires without charge. At the convention, job vacancies are compiled in one book and indicate those persons or positions in which they would be interested. Direct contact is established at the convention, where facilities for interviews are provided. Candidates interested in using the convention placement service must attend the convention, although employers may list vacancies without attending the convention. In Minneapolis, at the most recent convention, there were over 1,000 candidates registered and more than 500 employers listing over 2,000 jobs.

American Library Association
50 East Huron St., Chicago, Illinois

For all librarians seeking new positions and all libraries seeking new librarians, the American Library Association answers requests by sending a letter which begins: "The American Library Association no longer maintains a placement service." After this statement the form letter spells out in detail the various ways in which librarians and libraries may locate jobs and candidates. Suggested options are an advertisement in a librarian's journal, use of the library placement exchange, use of a commercial teacher's bureau, direct contact with state librarian extension agencies, and use of the Convention Placement Service which is run by the U.S.E.S. at both the Annual Conference and the Midwinter Meeting.

American Political Science Association
1726 Massachusetts Ave., N.W., Washington, D.C.

The American Political Science Association maintains a placement service which is administered by a full-time Personnel Service Director and financed by fees charged to users and the general funds of the Association. Any job-seeking member of the Association may utilize the service by paying a $5.00 fee in addition to membership dues. The individual then submits biographical data to be placed on file in the Association's office. These data include educational background, highest level of education, areas of academic competence, type of position desired, date available, present position, honors, publications, references, and other standard information.

A newsletter, comprised mostly of available academic positions, ordinarily 30 to 40 in number, depending on the time of year, is sent to registrants approximately once a month. Each institution is given a code number and the name is omitted. The listings contain a brief job description, general description of the nature of the institution, necessary requirements for the applicant, and code number for the institution involved. Members of the service who are interested in any particular job list the relevant code numbers on a referral slip to the Association. The job candidates' files are then mailed by the Association to the indicated institution.

For those institutions which prefer to deal directly with job seekers, the newsletter conatins a direct reply section. There is no charge for this service. When an institution has an urgent need for personnel, to all individuals registered in the service the Association mails a direct-reply bulletin listing the position. The institution requesting this service is billed for the postage costs involved.

Similarly, the Association--in emergency situations--will

conduct a file search for an institution seeking an individual for a specific position. Such assistance ordinarily is provided where an illness or a death, or other emergency creates an unanticipated vacancy on a faculty that must be filled quickly. A $25.00 fee is charged for a full file search.

The service helps fill many positions; there are about 900 registrants each year.

This type of service, which stresses the cataloging of vacant positions by code number instead of listing institutions by name, insures that potential employers will have access to the files of many candidates--without the burden of correspondence that might otherwise be required. The institutions interested in individual candidates contact them directly (members using the service are advised not to expect to hear from every institution to which their credentials are referred by the Association). This system serves the 12,000 member Association well. Because it allows institutions to review a number of candidates' files and to select those which it will respond to with the least possible effort or cost, the Professional Personnel Service lists openings for an increasingly prestigious clientele with attractive faculty and administrative positions.

American Public Health Association
1790 Broadway, New York, N.Y.

The purpose of the Placement Service of the American Public Health Association is to bring candidates to the attention of employers and to inform candidates of vacancies. In both cases, negotiations are then carried on directly between the prospective employer and the prospective employee. The Association does not have a hand in these negotiations, and is generally unaware of the results.

The service is provided principally through three mechanisms. First, an employment service is provided at the Association's annual conventions through the cooperation of the United States Employment Service and its affiliated State Employment Services, with the Employment Service of the state in which the convention is held serving as host agency. This service is described in the chapter concerning the Convention Placement Service.

Employment service is also provided through the listings of "Positions Available" and "Positions Wanted" that appear in the Employment Service section of the Association's monthly publication, the American Journal of Public Health. The charge for these insertions is $7.00 for the first 50 words or fraction thereof and $1.00 for each additional 10 words or fraction thereof. This is a free service for Association members who wish to utilize the "Positions Wanted" columns. Box numbers are assigned in any instance upon request.

In addition to the other two services, the Association main-

tains a year-round counseling and placement service. Counseling and assistance in filling or finding positions may be obtained through correspondence or a visit to the Association office. Resumes with information as to type of position desired, minimum acceptable salary, and geographical limitations, if any, are required from applicants, and adequate job descriptions from employers. Since it acts only as a clearinghouse of information submitted, the Placement Service is not in a position to recommend candidates. Files of vacancies and available personnel are maintained for a reasonable length of time, and inquiries are checked against the files when indicated. In the case of the public health nursing specialty, however, since the American Nurses' Association's Placement Service provides this service, the APHA has not attempted to do so. The professional staff of the Association, being constantly in touch with health personnel and agencies, is in a position to suggest suitable jobs or candidates on inquiry.

American Sociological Association
1755 Massachusetts Ave., N.W., Washington, D.C.

The American Sociological Association provides two placement services to each of its members: an employment bulletin which is published six times a year and lists positions and candidates available, and the annual meeting placement service, maintained in cooperation with the United States Employment Service.

Both employers and candidates may advertise in the Employment Bulletin. The typical candidates-available advertisement, which costs the candidate $1.00, lists age, marital status, citizenship, type of position preferred, subject specialities, highest earned degrees, and date available. A vacancy advertisement includes a description of the work to be done, the abilities, training and experience desired in the applicant, the approximate salary range, and the starting date. In both cases, identification of the institution or the individual is optional. Typically neither is identified, and a code number is used instead.

An individual or institution desiring to establish contact with one of the advertisers may write a letter to the appropriate box number at the Association headquarters. This letter, without being opened, is then forwarded to the advertiser who will decide whether or not to contact the person or institution that answered the advertisement.

The number of active registrants involved in the journal listings is approximately 75. Unfortunately, since the Association runs a strict clearinghouse operation, it is impossible to determine how many vacancies are filled through journal advertisements.

American Speech and Hearing Association
1001 Connecticut Ave., N.W., Washington 36, D.C.

The placement service provided by the American Speech and Hearing Association is of the "Employment Bulletin" variety and is quite similar to that provided by the American Sociological Association. However, instead of being financed by fees charged to listing candidates, the Association sells its bulletin, ASHA Trends, to interested candidates and employers. Listings by both employers and candidates are without charge.

Another unique feature of the Speech and Hearing Association's Trends is in the nature of the forms which are filled out by candidates and employers who wish to be listed. Instead of sending in general resumes and descriptions of jobs, candidates and employers are asked to complete highly structured questionnaires. For example, the questionnaire to be filled out by candidates begins "your notice will be listed in the bulletin in one of the following categories. Check the one underlined category most appropriate for your listing." The categories are then given, including Academic, Administrative, Clinical, Education of the Deaf, Public School, Research, Assistantships-Scholarships-Fellowships-Grants, and Other. Thus, the announcement is precoded. Any mistake which occurs is made by the candidate and cannot be blamed on the placement service. A similarly structured form is sent to employers wishing to list position vacancies.

College Art Association of America
432 Park Ave. South, New York, N.Y.

As an incidental service, the College Art Association maintains a clearinghouse for teachers in the fine arts. It is available without charge to members only. Registrants must file resumes. Twice yearly lists containing candidates available and positions available are compiled, coded and distributed to the members.

The Association forwards the academic record of registrants to institutions upon request and to prospective employers for consideration. The usual number of active registrants, approximately 150, increases around the time of the Association's Convention. As a result, each year approximately 200 persons are placed in college teaching positions through this service.

College English Association--Bureau of Appointments
Rutgers at Newark, Newark, New Jersey

The College English Association provides a year-round placement service to members for a fee of $2.00. Basic tool in the operation of this service is a registration form on which each member lists his qualifications, attainments, special interests, and geographical or other limitations. When college presidents, deans, and department chairmen seek the Bureau's help in filling vacancies, the Bureau often sends a complete set of summaries of candidates' records, so that the employing institution may select the individuals it wishes to consider further. On occasion, the Bureau will recommend individual candidates whose qualifications come closest to requirements, or will suggest to a likely candidate that he communicate directly with the employing official. The average registrant's name is submitted to a prospective employer at least once, perhaps twice a month; and although the number of placements varies according to season and other conditions, it can safely be said that most registrants find employment within a few months. Though the Bureau is not always informed when its activities have resulted in a successful placement, it is certain that the service places scores of teachers every year.

Staffed by one person (with some secretarial help) on a part-time basis, the Bureau is financed by the registration fee and by allotments from the national College English Association.

Council on Social Work Education
345 East 46th St., New York 17, New York

The Council on Social Work Education, Incorporated, provides a free registration placement service to individuals seeking teaching positions and to institutional members on the Council.

A candidate in search of a job is asked to complete four copies of a teaching registration form which includes items such as educational background, curriculum, areas of interest and competence, teaching experience, membership in professional societies, location of credentials, willingness to have current employer contacted, and names and addresses of individuals who can be contacted for references. After one of the copies is filed in a master file, the others are filed according to subject matter. These latter copies are sent to educational institutions which request the forms of registrants who have indicated competence in the subject areas of their teaching vacancies. The Placement Service sends only the form; the employing institution must contact candidates directly.

Another service provided several times a year by the Council is a list of vacancies which is distributed to all registrants of the Placement Service. The list indicates the name of the institution which has a vacancy, the nature of the assignment and the

rank at which appointments can be made. Here the initiative lies with the registrant to be in touch with the employing institution.

In order to keep the files current, both the lists of candidates and vacancies are revised periodically. Over 100 persons each year list their availability with the Placement Service.

The service is financed from the regular budget of the Council and requires the part-time attention of two staff members.

Special Libraries Association
31 East 10th St., New York, N.Y.

Established to help employers find suitable library personnel and to assist members in locating new positions, the Placement Service of the Special Libraries Association provides a broad range of services, most of them free of charge to members and employers. The service is staffed by a full-time secretary and a half-time director.

The basic format of the Service is the circularization of job vacancies to possible candidates. Employers in need of special librarians are encouraged to list their vacancies either directly with the Association's placement headquarters or through the liaison of a local Chapter Employment Chairman. The Association's Placement Office consolidates these vacancies on a list every two weeks, and the list is circulated to all local Chapter Employment Chairmen and to all member-registrants. Further contacts and negotiations are intended to be directly between employer and candidate.

In addition to the fortnightly list, immediately prior to the annual convention of the Association, a very large number of employers of special librarians are invited by mail to supply information on vacancies. This information is subsequently listed on a "convention stencil," which is given wide distribution at the convention. On both the fortnightly and the convention lists, the opportunity of anonymous listing is offered to employers, although experience has shown that a minority choose the option.

Also at the convention, the Placement Service provides a bulletin board on which candidates and employers may exchange messages. And, for a fee, the Association offers both employers and candidates the opportunity of listing their needs and desires in the Association's monthly publication, Special Libraries.

Best estimates are that these services help fill about 200 vacancies annually.

Speech Association of America
Statler Hilton Hotel, New York, N.Y.

The Speech Association of America has conducted a nationwide Placement Service since 1935. Assistance in securing positions is offered to members who teach in such areas as public speaking, interpretation, acting and directing, theatre history, phonetics and voice science, radio and television, speech pathology and other areas of speech. Opportunities at all educational levels, as well as positions in theatres, business and industry, and government are listed.

Although the Association conducts a "face-to-face" Placement Service at its annual convention and at the conventions of its affiliated regional associations, the main activity of the Service centers around bringing prospective employers and candidates into contact through a monthly Bulletin which lists available positions. The Placement Service is open only to SAA members (minimum annual dues: $10.00). The fee for a year's membership in the Placement Service is an additional $10.00.

Registrants complete a basic form that summarizes their personal data, educational background, and experience. A section of the form is provided for the candidate to list publications, honors, and other relevant information. The registrant is also asked to list the specific courses or course areas in his major and minor fields, including the number of undergraduate and graduate hours completed and the number of years of teaching experience that he has had in these or in similar courses. Finally, the candidate may list in order of preference the three subject areas in which he prefers to teach. This form is photocopied and becomes a part of the registrant's credentials.

Each candidate is supplied with five special forms to be used in soliciting reference statements. A maximum of nine such statements is permitted; new statements may be substituted for old when the maximum is reached. Reference statements are returned directly to the Placement office by the persons who have written them. Like the basic information form, the reference statements are photocopied and become a part of the candidate's credentials.

Registrants are invited to fill out an additional form which is kept on file in the Placement office for use in recommending candidates to employers who, because of specialized or emergency needs, request direct recommendations from the Placement Service. This form includes the candidate's basic educational data, years of teaching experience, his salary requirements, area or areas of specialization, his willingness to accept a summer or temporary appointment, his geographical preferences, date of availability, etc. These forms, which are not incorporated into the credentials, are filed according to teaching area preference. Thus, for example, it is possible to locate quickly all registrants who would qualify for a temporary position as a university director of theatre at an institution where a Ph.D. degree and experience in teaching graduate level courses are required.

Up to twelve sets of credentials will be sent out for a registrant without additional cost. One dollar per set is charged for credentials in excess of twelve. Each time a registrant renews his Placement Service membership, he is given an opportunity to revise his credentials. The credentials of inactive registrants are retained as long as membership in the Association is maintained.

Employers may list vacancies without charge. The Placement Service supplies a form for listing openings. The completed form indicates the nature of the position, the beginning date, the probable rank, the duties involved, the required and desired candidate qualifications, the salary, the name and location of the institution, and any other pertinent information. At the end of each month, the Placement Service prepares a Bulletin listing all vacancy notices which have been received during the month. The listings, which are identified by code numbers and do not include the name and specific location of the institution, are identified by the state in which they are located and by the type of institution, such as college, junior college, or high school.

The Bulletin is sent to all Placement Service registrants and to all employers who have listed positions. The registrant writes a letter of application, addressed to the appropriate code number, for any position in which he is interested and for which he feels qualified. The letter of application, plus any supplementary material the candidate may wish to include, is sent to the Placement office for forwarding. The registrant may request the Placement Service to forward a set of his credentials with the letter, or he may simply indicate in the letter that his papers are available upon request. Registrants are permitted to send as many letters of application for forwarding as they wish. Once contact between employer and candidate has been established, the Placement Service is no longer directly involved in the negotiations.

The administrative responsibility for the Placement Service rests with the Assistant Executive Secretary of the Association and requires approximately twenty percent of his time. In addition to a full-time Placement Service clerk, he is assisted by his personal secretary, who devotes approximately forty percent of her time to this work. Although an effort is made to operate the Placement Service on the revenues received from the annual fees, a subsidy from the general funds of the Association is usually required.

Membership in the Placement Service varies from month to month but averages slightly over 1000. The number of positions listed each month is subject to considerable variation during the year; the period from January through May is the most active. The total number of openings listed between July 1, 1964, and July 1, 1965, was approximately 800. In addition, assistance is given to a number of employers who either do not wish to list their vacancies or who, becuase of time limitations, are unable to do so. Since employers and employees frequently fail to report the results of their negotiations, it is impossible to determine

accurately the number of positions that are actually filled each year through the Placement Service. It is apparent, however, that a majority of the positions which are listed are filled with the assistance of the Placement Service.

Although quantitative data regarding the Placement Service have not been easily obtained in the past, IBM processing equipment is soon to be installed which will facilitate the retrieval of information. It is hoped that in the future the Service will play a more significant role in offering useful supply-and-demand information to advisors and guidance counsellors.

There is evidence that the Placement Service is in itself an effective "recruiting" device for membership in the Association. Its main function, of course, is in helping members to find suitable positions and in helping employers to make contact with the best available applicants. The information that is published in the monthly Bulletin serves to keep the entire speech community informed of the overall supply-and-demand status of the profession.

PART VIII: OTHER PLACEMENT SERVICES

THE COOPERATIVE BUREAU FOR TEACHERS

with the cooperation of

EUNICE COE,
Director

The Cooperative Bureau for Teachers is primarily concerned with the placement of teachers in independent and public schools and would, therefore, not normally be mentioned in this volume. Yet, there are a number of reasons to include a description of its procedures. First, the Bureau is now in the process of reorganization with the intent of, among other things, providing more service in the college teaching area. Second, it is unique in its organization, being "a non-profit teacher recruitment and placement service administered by educators for educators and educational institutions." The Bureau's purpose, as stated in its constitution, is to provide an opportunity for cooperation among member schools in recruiting, selecting and placing individual faculty, and to initiate and promote programs designed to interest men and women in the field of education as a career. The governing board of the Bureau is composed of about 40 educators who volunteer their services. Third, the Bureau has developed interesting techniques in the processing of candidates and job openings which are applicable to organizations primarily concerned with college teachers. Fourth, the financing arrangements are unique.

CANDIDATES, VACANCIES, AND MATCHING

The Bureau services about 1,200 candidates in an average year. Since the Bureau does not advertise or circularize, most of these candidates first learn about the Bureau through word-of-mouth; a member of the Bureau refers a new applicant, a professor suggests membership in the Bureau, or an administrator refers a candidate. Others may learn of the Bureau from publications such as a Peace Corps folder, a folder put out by the Columbia University Placement Office, and a publication of the U. S. Office of Education.

Because it has been in existence over 40 years, a large number of its members are experienced and active teachers.

However, the Bureau is also interested in qualified individuals who fall into one of four categories: (1) graduate students in the New York area who wish to teach while pursuing their Ph.D.'s, (2) teachers who have reached retirement age at their own school and wish to continue teaching, (3) persons from other countries who come to the U. S., and (4) individuals at the beginning of a teaching career.

On the demand side, the primary users of the Cooperative Bureau for Teachers are public and independent secondary schools. About 150 of these organizations pay fees to the Bureau and regard it as a primary recruiting source. At the college level, the number of institutions paying dues is very small, only eight in 1963-1964. Membership is not, however, the sole determinant of use, for non-members may also seek aid from the Bureau. Many colleges, for instance, routinely send notifications of vacancies to the Bureau with the expectation of receiving nominations of likely candidates in return. An analysis of the "vacancy available" forms received during the past academic year suggests that, at least at the college level, the Cooperative Bureau for Teachers is used more by the smaller colleges in the North Atlantic region. Over 50 percent of the schools whose vacancies were listed by the Bureau were located in the North Atlantic region, only eight percent in the West and Southwest.

All of this suggests that the Bureau at the moment is serving a specifically chosen spectrum of the academic labor market with a present emphasis on primary and secondary school placement. When it ventures into collegiate placement, much of the activity is concentrated in one region and in schools which emphasize teacher education. It is hoped that as the plans for expansion of the Bureau are instituted, it will serve a larger and more diversified group of colleges so that it may become a significant force in the labor market for college faculty.

ADMINISTRATION

An individual's registration is initiated by his completing an application form and signing a contract. The application blank is one leaf, two sides. On the front of the application, information that would normally be contained in a person's resume is requested, plus academic honors, sports and other interests, and place of longest residence. Individual preferences, such as preferred location, desired and minimum salary, subject specialty, and level of teaching desired are asked for on the back of the application where employers will not see them.

The contract requires that the candidate pledge: to keep all information on jobs available in confidence and not pass the information on to friends, to pay a placement fee of four percent of the first year's salary if he accepts a job in an institution to which the Bureau has referred him, and to respond to correspondence from the Bureau.

Contract signed and application completed, the applicant, if at all possbile, is interviewed personally so that the Bureau staff can develop a "feel" for his capabilities and preferences. During 1964, 1,266 such interviews were conducted.

When a prospective employer asks for help, his need is recorded on a "job card." Each position is coded, as shown in Exhibit I, according to sex, marital status, control, experience, part-time, day or boarding school, female or male schools, certification required, and other pertinent data. And on each "job card" space is provided for recording the names of registrants who have been notified and the current disposition of the notification. Vacancies are cross-listed by subject so that all of the positions in any given discipline may be quickly identified.

Taking into account the job specifications and the candidate's abilities and desires, the director and other counselors select the two or three candidates who are the best matches for a given job order. The job is described to the selected candidates on a special form which is typed in an original and three carbons. The form is designed so that it may be sent to both the candidate and the prospective employer. The name and address of the candidate, the name and address of the institution, and the description of the job appear on this form. The first two copies of the form are sent to the candidate. The candidate keeps the second copy and returns the first with an indication as to whether or not he would like credentials referred. If affirmative, the fourth copy of the form is sent to the employer. The employer is asked to return this, having indicated whether the candidate contacted him, was interviewed, was offered a position, and/or was hired. If hired, the employer is asked to report the salary. The third copy of the form is retained by the Bureau for reference purposes.

If a candidate expresses interest in a particular job, he will ask the Bureau to refer his dossier to the employer. This dossier will enclude a copy of the front page of his application form and references from each of his previous employers. There will be no references from persons whom the candidate did not suggest as references. After the employer receives the dossier, further negotiations are to be pursued directly between the candidate and the employer.

FINANCING

Both institutions and teachers pay to use the Bureau. Member schools pay fees which range from $50-$500. Member institutions may locate a teacher through the Bureau free of charge. Non-member schools and colleges may also locate candidates through the Bureau if they are willing to pay a fee equal to one percent of the teacher's annual salary for the first year. To register and gain the right to be referred to jobs a candidate must pay $5 annual dues. If he accepts a job to which he has

C B T JOB CARD

EMPLOYER _____ PHONE _____

ADDRESS _____

CONTACT _____ TITLE _____

NAME OF SCHOOL:

M F		US	MSD W SEP	CH	DEG	EXP	FT PT	IS D	IS B	COED G	COED B	PS CTF	S C	T A	COMP	WHEN	LEVEL	DATE	

SUBJECT:

NOTIFIED	INTERESTED	PAPERS SENT	INTERESTED	INTER-VIEWED	POSITION OFFERED	EMPLOYED	

been referred by the Bureau, he must pay a fee equal to four percent of his first year's annual salary. Membership dues and salary liens are the sole source of support of the Bureau. At the present time, the Bureau is not financed in any part by foundation grants.

POLICIES

Because it is a non-profit organization, the Bureau has maintained excellent relationships with college placement offices and most other groups who are concerned with the problem of school staffing. The reorganization of the Bureau has been directed toward streamlining its operations so that it may more effectively serve the educational community. Within the next few years, the director contemplates providing a service to college teachers on a much wider scale. This service will be directed toward improving the distribution of teachers and toward increasing the total supply by interesting potential teachers in a career.

Like most of the other groups pursuing the placement of teachers, the Cooperative Bureau for Teachers is concerned about and is carefully observing the Federal Government's activities in the placement sector. The Bureau believes strongly that in the area of professional placement it is absolutely essential for the candidate to receive individual treatment. It is important that the job-seekers be given a choice of alternatives in pursuing jobs and that schools be allowed to choose among several different avenues for finding their recruits.

22 East 42nd Street
New York, New York 10017

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

with the cooperation of

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The AAUW, in cooperation with the National Research Council of the National Academy of Sciences, has been maintaining a roster of women holding earned doctorates. Established in 1957, this roster is intended as conspicuous testimony that there are many well-qualified women desirous of college teaching positions and as a resource listing to be consulted by institutions seeking qualified women for educational posts. By making women more "findable" than men, the association hopes to offset partially what it believes to be discrimination against women in the academic labor market.

The AAUW service is actually a locator service, not a placement service. The search unit is a job vacancy, not a prospective candidate. A storehouse of names, along with interests and abilities, is accumulated. When a vacancy becomes known, the storehouse is searched for the most appropriate candidates--the candidates whose abilities and interests best match the needs of the job. These candidates are contacted about their interest in the vacancy. If interested, their names, accompanied by very brief biographical sketches, are forwarded to the recruiter. The recruiter, in turn, is expected to make contact with the registrant. Further negotiation is between them. Thus, the roster is a broker who puts candidates and employers in touch. The broker function is served by locating candidates for jobs, not in placing candidates in jobs. When a candidate's registration is received, the registration is passively added to the storehouse. When a vacancy search request is received, an active search is initiated.

The roster serves women exclusively, primarily women with an earned doctorate. Desiring to earn the reputation of a "high quality" roster and, thus, the esteem and acceptance of educational employers, the roster's original policy had been not to allow women who do not hold the doctorate to register. Several years ago, however, the persistent inquiry of employers caused a policy reexamination which resulted in a lessening of the

doctorate requirement in certain scarcity fields such as the physical sciences, mathematics, modern foreign languages, and library science and in fields where the doctorate is not typically required for teaching on the college level such as music and nursing. One might hope that, if the roster is continued, the current policy for the scarcity fields might be extended to all fields--for there are a number of employers who do not require teachers with a doctorate and who would almost certainly consult the roster if they had reason to believe that they might be able to attract the candidates located. In this era of teacher scarcity, many employers simply cannot afford to insist upon the doctorate degree.

Other policies of the roster become apparent from a study of operating procedure. Each year all women who hold a doctorate, except those who have previously indicated that they are not interested, receive a two-way postcard on which they are asked to indicate whether they would like their name placed on the roster of active prospects. Those answering "yes" are asked to indicate specialization, employment history, extent of availability, preferences and requirements (e.g., wife must work in the same location as husband), professional memberships, honors, and publications.

This same form affords the opportunity to express interest in "part-time work only" or "summer employment only." Realizing that many women must maintain households and cannot free themselves to pursue a full-time career and also that many institutions welcome the possibility of employing well-qualified part-time teachers, the roster has recently placed special stress upon gaining the registration of persons interested in part-time work only. The new stress resulted in a substantial increase In registrations and promises to be a valuable and somewhat unique service.

Upon receipt of completed registration forms, the Washington Office of the AAUW transfers the information to McBee Keysort cards, one card per registrant. In the middle of each card, which is bordered by keysort holes, virtually all the information which appears on the registration form is typed in. Around the edges the proper holes are "punched out" so that the keysort machine may readily identify all registrants in a given field who are interested in teaching (alternately research or administration) and who are interested in full-time employment (alternately part-time). Punch outs are also made to allow matching identification of those who are available only on a limited basis--geographically, timewise, or otherwise. After preparation, the keysort cards are filed away for future reference.

Analysis of the active roster as of January, 1964, offers a picture of 1100 registrants. Doctorates are held by 72%. The mean age is 40. Fifty-three percent are married. Of the married women, 20% are not employed, an indication that they are probably searching for a job to provide a second income for the family. Approximately half are trained in the humanities and social sciences, one-third in education, and one-fifth in the sciences.

Registrants are located throughout the nation and the world.

Upon request, AAUW locates the registrants who are most appropriate for a given position. Any educational institution may request a "search of the files." The request may be either quite specific, such as "all Ph.D. biochemists who will work in research positions in a western state for $8,000 of less," or quite general, such as "a biochemist." After the appropriate individuals are located, they are told about the position and asked if they might be interested. If "interested," a brief biographical sketch of the candidate is forwarded to the prospective employer. Further negotiations are between the two parties most directly involved. Note here that before names are given to a potential employer, the candidate has indicated tentative interest. This procedure was made necessary by the earlier experience of the large "not interested" response received by employers when the prior expression of interest was not solicited.

During the year ending in September, 1964, searches were made for 84 employers who listed 231 vacancies, including vacancies in administrative positions. For the average vacancy, ten persons were found and contacted. Typically, 13% asked to have their biographical sketches sent to the employers and the rest either failed to respond to correspondence from AAUW or indicated "not interested." Of course, the response rate varied according to field. The highest "positive returns" by candidates were in the fields where jobs were hardest to find, the excess supply fields.

The Roster can identify nine jobs that were actually filled by the service, in addition to several others which did not reach the contract stage for largely spurious reasons.

The employers who sought the aid of the Roster were mostly smaller schools with special recruitment problems and schools associated with the rapidly expanding systems of state colleges. Although a search was made for one of the top ten universities and four more for schools in the most prestigious 10%, a slight majority of the schools using the Roster are rated by the "prestige index" (explained in the appendix to volume 1) in the least prestigious 40% of schools. Reflecting the frequent use by state colleges, half of the employers were schools in the 1000-5000 enrollment category, most of the rest being smaller.

The Roster is, perhaps by reason of proximity, more popular with schools on the Eastern seaboard. And private institutions are more prone to use the service than public, probably the result of the greater flexibility of private schools to committing funds to services of this sort.

Only a few employers use the Roster indiscriminately by asking that candidates for all their vacancies be searched. Most use the Roster as emergency help, as a source of names for hard-to-fill positions. A vacancy in a "tight" field such as psychology was, in 1963-64, roughly twice as likely to be listed as one in an excess supply discipline such as music, in spite of the fact that the disciplines typically populated by women tend to be the excess supply ones.

To date, most of the financial support for the Roster has come from grants by the Fund for the Advancement of Education and the Sloan Foundation. The registration fee of $3.00 which is collected from all candidates at the time of original registration and the search fees of $20.00 for one position and $75 for two or more positions are not sufficient to cover costs. Total costs approximate $10,000 per year. Of this sum, 65% is for salaries, 10% for printing, 10% for supplies, 8% for equipment rental, and 7% for postage. Thus, to operate the Roster costs approximately $9.00 per active registrant, $40.00 per vacancy, $120.00 per employer-user, and $1,000 per placement. There is little doubt that these costs could be reduced considerably if the volume of vacancies and candidates could be increased. Most of the costs are fixed costs. The costs of additional searches are not high.

At this time the future of the AAUW Roster is somewhat uncertain. With the expiration of the grant-funds, the association is faced with either the necessity of a large commitment to underwriting the Roster or the abandonment of a valuable backlog of well-trained and relatively mobile college teachers.

2401 Virginia Ave., N.W.
Washington 7, D.C.

American Council for Emigres in the Professions, Inc.
1150 Ave. of the Americas, New York 36, N.Y.

Located in the Carnegie International Center in New York, the American Council for Emigres in the Professions provides a special service for persons who were born and educated in a foreign country and wish to teach in American colleges and universities. This unique service is extended only to academically trained professionals who were refugees from totalitarian countries. The service is philanthropic and is supported by contributions from private donors and foundations.

Applicants learn of the ACEP from many sources--denominational refugee agencies, other social agencies, state employment services, and former clients. A full-time staff of six professionals evaluates candidate credentials, prepares resumes, conducts interviews (often in the applicant's own language), and places approximately 100 college teachers each year.

Each applicant is asked to fill out several forms so that the information contained therein can be used to prepare a professional profile for potential employers. In addition to the usual background information, the forms ask about the structure of the emigre's family, employment of wife or husband, date of U.S. arrival, country of last residence, nature of visa, intent about application for citizenship, sponsorship of emigration (private individual or organization), languages spoken, interest in teaching at a Negro college, willingness to work in any part of the U.S., and interest in working at church affiliated institutions. The applicant is also asked to list his professional fields of work in order of preference.

The ACEP learns of vacancies through informing 1,800 colleges and universities three times a year of the specializations of teachers who are available for placement. If a vacancy is received for which one of the emigres might be qualified, the Council sends the name of the registrant and information about him to the appointing officials. Since the ACEP does evaluate the qualifications of its candidates, the referral of a candidate may actually be considered as a recommendation. However, the appointing institution is given almost all of the biographical information on which the Council's recommendations are based and can therefore make its own evaluation.

Another service provided by the ACEP is counselling applicants. The Council runs several reorientation and retraining programs, one of which is for teachers in higher education. It is designed to prepare mathematicians, engineers and natural scientists to teach their specializations in American colleges. Since many of the applicants are not familiar with the American system of higher education, a thorough orientation is often necessary. Such counselling can provide a sense of realism and direction to persons who might otherwise be unable to use their training.

A final aspect of the placement service is the ACEP English-tutoring program, which is staffed by a faculty of seventy well

trained volunteers. Through intensive English-language training, the candidates are able to learn English for their professional work.

American Association of Emeriti--Emeriti for Employment Service
Baldwin-Wallace College, Berea, Ohio

Established during 1954-55 at the Los Angeles Campus of the University of California, the placement service of the American Association of Emeriti is now serving over 500 retired persons who seek positions in college teaching. Each year it successfully places approximately 50 persons who have been forced by age into retirement from their previous institutions. The assistant executive director of the Association spends one-half of his time and his assistant spends a "considerable" amount of time on placement matters. Financed by membership dues (graduated to $50.00 per year for an institutional membership) and donations from members of the Association, the placement services are made available to members on a preferred basis and to non-members as resources allow.

The Association conducts an annual emeriti census which now includes about ninety-three percent of the estimated 12,000 or so retired college professors and administrators. Accompanying the census questionnaire is a form for indicating whether or not they would be interested in further employment. If interest is indicated, a short biographical sketch is prepared on the professor which indicates his date of retirement, the institution from which he retired, his primary field of specialization, his secondary field of specialization, his highest attained degree, his name, and his current address. These sketches are categorized by field, printed in a compendium, and distributed to a large number of potential employers. If an employer is interested in hiring one of the retirees, he simply undertakes negotiations directly with the retiree. This is possible because both the name and the address of the retiree are given in the original sketch.

If the retiree and the employing institution come to a contract agreement, they are asked to report back to the American Association of Emeriti so that the retiree's name may be eliminated from the list of available candidates. Unfortunately, all too often both parties of the contract forget to report back to the Association. It is, therefore, impossible to determine exactly how many placements are made.

Retired Professors Registry
1785 Massachusetts Ave., N.W., Washington, D.C.

The Retired Professors Registry was established in 1957, under a grant from the Ford Foundation, as a joint project of the Association of American Colleges and the American Association of University Professors. In 1962, upon expiration of the grant, the AAUP agreed to assume direct responsibility for continuing the operation of the Registry. Recently, the AAUP has been aided by a grant from the Teachers Insurance and Annuity Association. The Association of American Colleges has also provided assistance.

The purpose of the Registry is to provide a national nonprofit referral service for college and university faculty members who desire short-term academic appointments upon retirement. Registrants fill out forms supplying biographical and other information. This information is filed with the Registry office and is sent to college and university officials upon request.

Each winter the Registry publishes a List of Registrants available for temporary, short-term, or longer appointments for the forthcoming academic year. Individuals are accorded a code number and classified by discipline. Teaching service, degree attainments, and publishing records are summarized. The List of Registrants is mailed to over 1,500 institutions of higher education. Interested persons may then request resumes of the coded entries.

Although persons registering subsequent to publication of the List of Registrants would not be included in the current List, the Registry would forward resumes of registrants whose backgrounds seemed appropriate whenever there were requests from institutions to fill vacancies.

The Registry is a referral agency only and does not inform registrants that their resumes have been sent to institutions requesting them. Negotiations regarding terms of particular contracts are carried on by the institutions and the registrants. However, registrants are asked to notify the Registry of any change of address, placement through the Registry service, or appointment through other means.

The Society for Religion in Higher Education
400 Prospect St., New Haven, Connecticut

The Society for Religion in Higher Education provides a placement service which is limited to the Fellows of the Society. The Placement Service is of the registration-referral nature and is closely related to the Directory of Fellows which is published annually.

Each year the Society sends to all Fellows a questionnaire which requests that biographical data be brought up-to-date so

that this information may be published in the Directory. Making use of the opportunity, the Society also asks, in confidence, if the Fellow desires to change jobs and, if so, what type of job would be acceptable to him. Thus, a list of movable Fellows is accumulated.

Upon receiving an inquiry from an employing institution, the Society may refer to its confidential files which include both an up-to-date biographical sketch of every Fellow and an indication of movability. Much of this biographical information is forwarded to the potential employer, often with a recommendation.

The placement activity is financed from the operational budget of the Society and is staffed on a part-time basis by one person. Over the last two years, the Society has received annually about 300 job descriptions and has referred about 400 candidates.

American Association of University Professors
1785 Massachusetts Ave., N.W., Washington, D.C.

Each quarterly issue of the AAUP Bulletin includes a listing of academic vacancies and teachers available arranged by discipline.

Appointing officers of institutions may list academic vacancies at the rate of $1.00 a line or fraction thereof. A member of the AAUP is entitled to publish one announcement of availability during each volume-year at the rate of 75 cents a line or fraction thereof, subsequent insertions being charged for at the rate of $1.50 a line or fraction thereof. Non-members may insert announcements at the rate of $1.50 a line or fraction thereof. For announcements indicating competence in more than one field, there is a charge of $1.50 for each cross reference.

It is optional with appointing officers and teachers either to publish names and addresses or to use code numbers. Letters in response to announcements published under code numbers are sent to the AAUP Washington Office for forwarding to the persons concerned. After that, all further correspondence and negotiations are conducted directly between the two parties involved.

National Society for Crippled Children and Adults
2023 West Ogden Ave., Chicago, Illinois

The National Society for Crippled Children and Adults provides several placement services to persons and employers involved in the fields related to the rehabilitation of the physically handicapped. These services are provided without charge, even though they involve a full-time director and three secretaries.

Completion of a Personal History Statement serves as application for service from the Personnel Registry, which is the primary placement service. Background data collected include personal, educational, and occupational history as well as reference resources. A complete confidential dossier, including references, is available upon request to any prospective employer. All registrants are contacted once a year to prevent records from becoming dated. From the information provided on the application form and in the references, selective referrals of possible candidates are made to interested appointing agencies and institutions.

The Society also publishes an Employment Bulletin four times a year. This Bulletin lists professional administrative positions available with Easter Seal Societies and other agencies, including colleges and universities. These listings, categorized by the subspecialities, often mention salary, type of work, location, specific employer, and the types of applicants that will be accepted. If a candidate is interested and feels himself qualified for one of the listed positions, he contacts his potential

employer directly.

Although neither of these activities is restricted exclusively to college teaching positions, persons in the field who are interested in college and university teaching do use the agency.